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ABSTRACT

This six-part guide, drawing upon recent research and development activities at the City University of New York's Center for Advanced Study in Education, presents information on the career development and placement of handicapped students for use by all specialists within a community college student personnel office. After introductory material describing the use of the guide for in-service training, Chapter I discusses personal and vocational counseling services for disabled students, describes vocational assessment and testing systems, and provides a 15-part guide to resources that can be used in the counseling process. Chapter II enumerates guidelines for the job placement of disabled students and describes workshop activities designed to involve area employers. Chapters III and IV discuss common stereotypes which hinder the upward mobility of handicapped employees and present recommendations for the accommodation of job specifications and work tasks to meet the special needs of disabled workers. Chapter V describes simulation exercises for teaching job-seeking skills, and Chapter VI describes methods that can be used in helping handicapped students prepare for job interviews. The appendix includes case studies and an annotated bibliography. (JP)

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CAREER COUNSELING AND JOB PLACEMENT OF DISABLED STUDENTS AT TWO-YEAR COLLEGES: A GUIDE

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TABLE OF CONTENTS

Page

Foreword i

Acknowledgements ii

List of Tables iv

Overview of the Guide v

Using This Guide for In-Service Training viii

CHAPTER ONE: COUNSELING SERVICES FOR THE DISABLED CLIENT 1

- A Need for Counseling Services 1
- Coordinating Services for Disabled Students 6
- Preparation for Counseling Disabled Students 7

Academic Counseling 9

Career and Vocational Counseling 13

- A Developmental Framework 13
- Special Career Counseling Needs of Disabled Students . . 15

Vocational Assessment and Testing 24

- Work Experiences and Worksample Systems 27
- Interests and Work Values 29
- Suggestions for Administering Tests 30

Personal Counseling 32

Resources for Counseling Services for the Disabled Student . 36

- Table of Resources 37

CHAPTER TWO: JOB PLACEMENT OF DISABLED STUDENTS 118

- Knowledge and Skills 119

Guidelines for Job Placement of Disabled Students 119

Issues and Concerns in Placement of Disabled Students 123

- Responding to Employers' Anxieties 125

Working Relations Between College and Employers 126

TABLE OF CONTENTS (Continued)

Page

Anatomy of a Workshop for Employers--College and Industry: Partners in the Handicapped Employment Role (CIPHER) 128

CHAPTER THREE: DE-STEREOTYPING 140

Misconception: "All Disabled People Have the Same Limitations" 142

Misconception: "People with Overt Disabilities Cannot Work in Jobs in Which They Have Direct Contact with the Public Such as in a Sales Position" 147

Misconception: "Disabled Employees Frequently Have Psychological Problems that Interfere with Their Own Work and That of Their Co-Workers" 149

CHAPTER FOUR: ACCOMMODATIONS: FAMILIARIZING THE EMPLOYER WITH ALTERNATIVES 151

Communication Between the Job Placement Officer and Employers 153

Initial Contact with an Employer 155

Wide Range of Accommodations 158

Re-examination of Job Specifications 158

Reorganization of Work Tasks 160

Special Arrangements in Working Conditions 161

Adaptive Devices and Equipment Modification 163

Issues and Concerns in Planning Accommodations 165

A Guide for Planning and Accomplishing Modifications 168

CHAPTER FIVE: DEVELOPMENT OF JOB SEEKING SKILLS 173

Workshop Procedures 174

Building Job Interview Skills 176

Interview Simulation Exercises 176

Debriefing Real and Simulated Interviews 178

TABLE OF CONTENTS (Continued)

Page

A Job Placement Simulation 179

Verbatim Report of Applicant's Account of Job Interview . . . 183

CHAPTER SIX: HELPING PREPARE FOR THE JOB INTERVIEW 185

Helping Employers Improve Their Interviewing Skills 187

Learning About Disabled People Prior to the Interview 189

Readings 190

Legal Aspects 191

Federal Laws on Employment Inquiries 193

New York State Law on Employer Inquiries 194

How Disabled People Respond to "Asked" and "Unasked" Questions: Some Issues and Approaches 195

Appendices 201

Appendix A: Case Studies 202

Appendix B: Section 504 of the Rehabilitation Act of 1973 . 220

Appendix C: Equalizing the Handicap: A Layman's Guide to Regulations of Affirmative Action Requirements of Section 503 of the Rehabilitation Act of 1973 228

Appendix D: The Disabled Student on American Campuses: Services and the State of the Art 234

Appendix E: Change Strategies and Disabled Persons: Postsecondary Education and Beyond 238

Appendix F: Annotated Bibliography 239

FOREWORD

The Institute for Research and Development in Occupational Education (IRDOE) has had a long-standing commitment to the improvement of occupational education opportunities and services for disabled students. Projects associated with handicapping conditions date back to IRDOE's founding year, 1971, and precede the various pieces of legislation mandating equality and compensating activities for this population. With that background, the authors of this Guide recognized the need for a body of organized materials outlining career services for disabled students. In concert with advisements of the Bureau of Grants Administration, New York State Education Department, IRDOE submitted a proposal to develop such a document.

This work is the product of that grant and reflects the contributions of many persons throughout the nation who have been experimenting with concepts, activities, and delivery mechanisms. Although the Guide does not presume to be completely self-sufficient, we believe that there is enough information in each of the functional areas to provide a start for any campus. This foundation can be built upon and modified in each locale by reference to the resources listed in the Guide and by tailoring the various materials and methods to the distinctive characteristics of that campus.

Lee Cohen, Ph.D.
Director

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LIST OF TABLES

Figure		Page
1.1	Resources for Investigating the Physical Requirements of Occupations	17
1.2	Developing Working Relationships with State Vocational Rehabilitation Counselors	18
1.3	Topics for Career Orientation Sessions	19
1.4	Resources for Planning and Curriculum Materials for Career Orientation Courses	20
4.1	Some Examples of Special Arrangements Made by Employers	156
4.2	Examples of Successful Placements	162
4.3	Equipment Modification	163
6.1	Objectives in a Workshop for Employers	188

OVERVIEW OF THE GUIDE

This Guide organizes information generated in recent years related to the career development and job development or placement of disabled college students. The Guide draws upon research and development activities over the past five years by the Institute for Research and Development in Occupational Education,Center for Advanced Study in Education, the City University of New York, on a variety of themes concerning the educational and occupational opportunities for disabled high school and college students. In addition, information from projects conducted nationwide has been incorporated to provide the practitioner with the broadest possible range of alternatives with which to provide services for their clients.

In some respects the Guide is a model presenting a sample of concepts, experiences, activities, and resources, contributed by practitioners at many colleges throughout the United States. Suggestions by specialists in the field which have been incorporated into the document represent a cross section of the current state of the art as practiced by student personnel staffs. While there is probably no single institution which has tried them all, every service and activity presented has been used somewhere before on some campus. In many ways, the Guide presents an ideal with a variety of options and alternatives which counselors and job placement personnel can use in carrying out their job functions vis-a-vis disabled students.

The Manual can be of value to all the specialists within a college student personnel office in some or all of the following ways:

- As a resource for fulfilling Section 504 requirements of the Rehabilitation Act of 1973.
- As a guide for inservice training of student personnel staff.
- As a resource for increasing the employment potential of disabled students.
- As a resource for sensitizing the college community to the needs of disabled students.
- As a guide for fostering college and industry partnership activities.

Although much of the information is geared to the needs of the disabled, the Guide's point-of-view is that disabled workers must develop the same basic skills that nondisabled workers need in order to be competitive in the job market.

Much of the material in the document is presented in the format of interchange among college staffs, employers, and students. This format reflects the origin of much of this material in workshops, conferences, and training programs. In this format concerns are articulated, the alternatives are presented, the issues are debated, the questions are answered where possible, and the facts are listed. All of the anecdotes and experiences presented in the Guide are real.

Each chapter may be read profitably by people with different job titles because each chapter focuses on a functional area rather than on a job title or specialty. For example, on one campus the function of job placement for disabled students is performed by the coordinator of services for handicapped students, while on other campuses this function is carried out by the placement director; elsewhere this function is shared by two or more offices.

This Guide is not intended to be a complete source of information. Instead, it directs the reader to sources of additional information about job placement, career counseling, and other needs of disabled students. Although the Guide was developed for college student personnel workers, portions of it can readily be used, directly or indirectly, by employers and students.

USING THIS GUIDE FOR INSERVICE TRAINING

Those using this Guide in a staff training program are probably old hands at workshops and are therefore no doubt familiar with many of the techniques mentioned below. They are brought together here mainly as a convenient compendium.

First, it is important to recognize that counselors are likely to anticipate a workshop on the topic of serving handicapped students with mixed feelings. On the one hand, they want to grow professionally and keep up with new ideas and developments; the feeling of increased competence in one area helps them feel more confident as professionals. On the other hand, most college counselors these days already find themselves pressed for time to meet the needs of students with a decreasing staff. It is understandable then that counselors may feel uncomfortable at the suggestion that they take on still another area of responsibility.

In these circumstances, it may help to offer counselors the following:

- Assurance that what they need to learn regarding students with disabilities is not completely new. No doubt each staff member already knows some of the facts detailed in this Guide. Further, most of the techniques and principles for working with handicapped students are essentially extensions and modifications of basic techniques and principles already known to most student personnel workers.
- Support and positive reinforcement as they extend themselves and seek to learn new facts and develop new competencies.

Training Techniques

Now on to the training techniques. In general, we believe that the more active the participation by learners, the better. This means building on their past experiences, seeking to engage their maximum motivation for participating in the workshop, and using techniques that require the participants to do things rather than merely talk about them.

Case Presentations

Whenever possible use a real live case that highlights important issues regarding assessment of need or needed actions. We have included several such cases in this Guide which are drawn from real life. (See Case Profiles in Appendix.) You may also find it useful to prepare your own case materials based on students on your campus. The latter is obviously more real and meaningful but may have the disadvantage that some of the staff get too involved in known facts or may become defensive about their own role in the case. Both kinds of case materials no doubt have their uses.

Case Conference

A related technique is to "staff" a case--either one from this Guide or a real case from your campus. Each participant plays a designated role, e.g., vocational counselor, placement counselor, personal counselor, dean, instructor, curriculum advisor, etc. Each is asked in advance to be prepared with certain information about the student. A form may be prepared for this purpose, and each participant is asked to fill it out in advance and bring it to the conference. Then together they seek to understand the student's needs, strengths, and problems, and try to formulate a plan of action designed to optimize the student's development. In some cases the student may be invited to participate in the conference so that he or she becomes subject rather than object.

Critical Incident

The critical incident may be part of a case study, or it may be an incident that occurred between two people or in an organization more broadly. The incident is best obtained from the people who were involved in it, and it is most useful when it highlights an issue that is difficult to resolve. Most important is that the specific incident is described as concretely as possible. Then the discussants are presented with a key question, e.g., What was the cause of the problem? What should "A" have done? What should "B" have done?

Demonstration or Modeling

Student personnel staff often comment that during their graduate school training they did not see enough models of good student personnel practice. Some of the interviewing, testing, or other specific methods discussed in the Guide might well be demonstrated, either by a member of the college staff or an invited consultant.

Role Playing

Well known to most people as a device for analyzing a situation and for gaining feedback regarding one's behavior, this technique probbly needs little elaboration. The roles may be counselor-client, counselor-parent, counselor-agency staff member (e.g., OVR counselor), counselor-instructor, two different student personnel staff members, or combinations or three or more of these roles in any one role play. It is sometimes helpful to reverse roles, especially when there is an impasse or when a high level of emotions has been provoked by the role play.

Everybody can pair off to role play, or one pair may role play, with the others sitting around in FISH BOWL style and observing.

Closed-Circuit Television (CCTV)

When available, CCTV can enrich one of the other techniques, such as role playing or the case conference. The playback gives all participants a chance to see themselves and others in a Monday-morning quarterback fashion. One caution is that full use of playback requires a great deal of time. Discussion of a minute on tape can sometimes go on profitably for ten or fifteen minutes or even longer. Probably the most valuable use of CCTV is to select just a very few key spots to review rather than watching passively the entire playback.

Buzz Groups

When the workshop group is large, it is sometimes valuable to break up into smaller groups of two to four. This gives everybody more of an opportunity to enter actively in the give and take of discussions or role play. It is usually most useful when each buzz group is given a specific task (the same or different tasks) such as role-plays to try, cases to discuss, or problems to solve. Reports back from the groups should be kept very brief and sharply focused; after all, the heart of the experience is what happens in the smaller groups.

The Contract

For maximum value of workshop training, people should try out what they have learned. The "contract" here is for the participants to agree that before the next workshop session they will try out an intervention of some kind and then will be ready to report and receive feedback as to their efforts.

The In Basket

This is a technique that has been found very useful in assessing a person's ability to size up a situation quickly and make appropriate decisions. It is especially useful for adminstrative roles but is also used for professional roles. One prepares letters, memos, phone messages, applications, and other such papers. The individual goes through the pile and says or writes what he or she would do or say in response to each item: dictate the reply, plan the intervention, pass the item along to a colleague or put it aside for later action.

In conclusion, these are merely some of the time-tested methods used for inservice training. Pick and choose those that suit your needs. But do try to use a variety of approaches to keep things interesting. And do engage the participants actively in doing. Finally, handicapped students are a prime source of expertise. Their involvement will make a difference.

CHAPTER 1

COUNSELING SERVICES FOR THE DISABLED STUDENT

Students with disabilities are first of all students and therefore have the same needs for counseling services as do all students. At various times most students can use help in: reviewing their academic progress and selecting courses for the future; deciding on career goals and mapping out routes to achieve them; and dealing with personal and social concerns that may impinge upon their studies and their future plans. Counselors should remember, however, that frequently the best resources are the students themselves; this is especially helpful when counseling handicapped students. Counselors should not hesitate asking them for information about the strategies they used for coping with environmental, academic, or social barriers prior to college. A careful analysis with the student of past school experiences is frequently invaluable for bringing to light achievements that otherwise would have been discounted. Disabled students can also help counselors deal more effectively with the state office of vocational rehabilitation which provides many of them with financial assistance.

A Need for Counseling Services

Do students with disabilities need more counseling help than other students? Usually they do. Because of their disabilities, disabled students in many cases have faced extraordinary obstacles in their educational, social, and vocational development. As a result, they oftentimes reach college with something less than an optimal development of their potentialities in one or more areas of living. For example, the adolescent student who never had an opportunity to work probably had little opportunity to develop career interests. Furthermore, the disability in most cases imposes obstacles and complications in making plans for the future. Additional problems may be created by the college environment. For these reasons many disabled students need to have more counseling time available to them than nondisabled students.

Most practitioners subscribe to the basic principle that for the most part students with disabilities should have access to and can benefit from exactly the same counseling services as nondisabled students. However, counselors need to be aware that special factors may have affected the personal, social and academic development of students or may affect the counseling relationship itself. In considering the following possibilities, counselors should remember that each student is unique. While certain areas of concern may apply to some individuals they may apply only in varying degrees or not at all to others.

- Overprotection by parents sometimes impedes the development of self-confidence and autonomous behavior. As a result, the student may be more dependent on the counselor which may in turn tempt the counselor to offer more "help" than is necessary or really healthy for the student.

  The counseling relationship will be more productive if the counselor can bring the student to realize that s/he will be expected to take major responsibility for the decisions made in the counseling process. The counselor is therefore saying clearly to the student: "I believe that you are capable of being independent and decisive."

  There are times when the student may benefit from a strong supportive relationship, especially when working through a difficult problem. For a while, the counselor may then accept or even encourage a degree of dependence for the purpose of helping a client to reach a more autonomous state and/or to provide needed support during a particularly stressful period.

- In some cases, parents can interfere with a college student's choices, decisions, and activities in ways which make it more difficult for the student to solve academic, career or personal problems. In selected cases when it does not suffice for the counselor to talk such matters through with the counselee, it may be helpful to involve the parent in the counseling process. This may be accomplished by inviting the parent for a three-way conference.

  A less direct but also effective approach for modifying parental behavior is for the parents to participate in a parent counseling group. (See page 34 for a discussion of this issue.) But any decision to involve parents in the counseling process should be made only with the consent of the student.

- Handicaps in hearing, seeing, talking, and traveling may have limited the disabled student's knowledge, skills, and self-confidence in ways that will make the student appear less able than he or she really is. The counselor should explore the student's life history to ascertain whether a particular deficiency is the result of the student's lack of experience in a specific area. For example, if a student has had a hearing loss since early childhood, tests of verbal ability may generally reflect language deficiencies -- not lack of mental ability.

- Communication between counselor and student may be impeded by the student's hearing, vision, or speech disability. The counselor may therefore need to spend more time and effort to communicate effectively with the student. In some cases, an "interpreter" for signing or for other special methods of communication may be necessary. For example, if a counselor initially has difficulty understanding the speech of a student with cerebral palsy, s/he may want to ask a friend of the student to serve as interpreter.

COMMUNICATING

An Experience From the Field:

The counselor should be aware that blind students are not in a position to pick up nonverbal supportive communications such as nods and warm smiles. During counseling sessions, silent periods are particularly discomforting to the blind counselee.

-- Diane E. Woods, Project Coordinator
World Rehabilitation Fund
(Former Counselor and Supervisor for New
York State Office of Vocational Rehabilitation

- Tests and other modes of assessment may need to be modified for students with sensory or neuromotor impairments. These accommodations may involve waiving time limits and providing proctors to read test items and/or record answers for the students. Counselors also will need to provide Braille tests for blind students.

- People with disabilities have experienced rejection or avoidance on the part of either peers, teachers, or even members of their family. Therefore, they may have a special need for personal counseling to deal with feelings about themselves--that is, their self-concept. Whether counselors use a behavioral, reality, client-centered or other approach, it is essential for the counselor to create an open and accepting atmosphere in which students can see themselves realistically and can work through their feelings about their disabilities.

- Disabled students who participate in counseling groups that include nondisabled peers sometimes find it difficult to discuss certain topics. Therefore, for a limited period of time and for limited purposes, it is advisable to offer disabled students an opportunity to meet in groups that include only disabled students. Discussions in disabled-only groups will usually center on strategies students need to develop to be able to cope in their social and personal and career lives and in independent living.

- The counselor must consider these additional factors in establishing integrated and nonintegrated counseling groups:

  --Even a group of all disabled students is not a homogeneous group. Disabilities--even those in the same disability group--vary both in kind and degree. Therefore, one cannot assume that a student with cerebral palsy and a student with a visual impairment will have more in common with each other than with nondisabled students.

  --All disabled students should have the option to join groups which include nondisabled students. But first they will need to develop some degree of comfort in discussing their disabilities. Even then, the transition to an integrated group may be difficult.

- --It also may be a trying experience in the beginning for nondisabled students to participate in heterogeneous groups. They, too, will need an opportunity to discuss separately their own problems of relating to disabled people.

- --Many practitioners believe the integrated setting is more effective because it allows participants to see that similarities and differences fall more often along lines that are not related specifically to disability--i.e., along personal, social and academic concerns and interests.

- --Integrated groups can reflect more accurately the continuum that runs from "non-disability" to "disability." They can show participants that everyone has some kind of handicap, with different problems and limitations.

- Students with degenerative conditions--for example, multiple sclerosis, muscular dystrophy and sickle cell anemia--need special help in dealing with the present and in developing and maintaining a future orientation. Frequently they tread the fine line between, on the one hand, not giving up on the future, and on the other, coming to terms with a deterioration that will possibly limit work capability and further impair health. Counseling is oftentimes necessary to help these students resolve conflicts which make it difficult for them to live productively and to plan for the future.

  Counselors, like other people, at first may feel uncomfortable dealing with students who have degenerative conditions. In addition, the usual counseling process may not provide counselors with the time and resources to deal adequately with the needs of all students. Therefore, it should be noted that the concerns and issues surrounding the counseling of students with degenerative conditions will need full review in any inservice training program. In that setting, participants can then discuss any philosophical differences that exist in this area--e.g., over the amount of time and effort counselors should spend on these students.

- In addition to the student's primary physical disability, the counselor must be sensitive to other factors which may affect the counseling process such as age, racial minority or ethnic group, deficient English language skills, special disabilities, and secondary disabling conditions. Also, the recently disabled student will have counseling needs that are different from those of someone who has been disabled since birth.

Coordinating Services for Disabled Students

There are differences of opinion about whether disabled students need special counselors or should use the same academic, career, personal, and financial counselors all other students use. Some people hold the position that disabled students have the same counseling needs as all other students and therefore can and should be served by the regular counseling staff. Others believe that an adequate counseling program for disabled students requires counselors to know a great deal about disabilities, about the lives of disabled people, and about techniques and materials that are specially suited for counseling disabled people.

COORDINATING A COUNSELING PROGRAM FOR DISABLED STUDENTS

Two approaches from the field:

The presence of one counselor with special qualifications is a must. Too often the initial positive thrust of a program for disabled students wanes unless the college has one staff member who is sufficiently informed about the needs and capabilities of disabled students and who is in regular contact with them. Distributing responsibility among a number of professionals for the overall services to this group will result in a fragmented program with no clearly defined direction. The student will be left with no focused source of advocacy, service, support or accountability.

--Michael R. Stimola
Professor, Counseling Division
Hostos Community College

The expectation that counselors will be able to perform all the special services needed to assist disabled students is unrealistic. Counselors will best function as members of a team that consists of the counselor, a member of the Learning Center, the college nurse, and a representative from each of the main academic areas. A great deal can also be accomplished by a group of disabled students working together.

--Kenneth Henning, Professor of English
Advisor, M.A.S.H. (Make Aware and Serve the Handicapped)
Niagara County Community College

The consensus seems to be that each campus should have at least one counselor who has special qualifications for working with disabled students. This person serves in four capacities: 1) as the coordinator of campus services who responds to the special needs of disabled students; 2) as an advocate of disabled students in all areas of college life; 3) as a special counselor in individual and group situations where expert knowledge about disability is needed; and, 4) as a trainer of other counselors and faculty members who will be working with disabled students. No matter how many regular counseling services are available, it is very unlikely that the needs of disabled students will be adequately served on a college campus without a special coordinator.

Preparation for Counseling Disabled Students

It is essential that student personnel staff members who counsel handicapped students learn beforehand to deal with their own feelings about disability. Practically everybody at some time experiences discomfort in relating to people with disabilities. The factors associated with the psychodynamics of this situation are complex. The nondisabled person may simply be misinformed about various kinds of handicapping conditions. Or, s/he may fear that unpleasant situations will occur--e.g., that a person with epilepsy will have a seizure. The most important factor, however, involves identification with the disabled person--that is, the nondisabled person contemplates having the same condition as the disabled person and, consequently, experiences feelings of discomfort and incapability. Instead of accepting the disability, the counselor refuses to face the situation realistically. S/he may avoid contact with the student, exaggerate the degree of handicap, deny the disability entirely, talk down to the student (a frequent occurrence, according to coordinators) and/or make irrelevant remarks in conversations with the student such as, "Years ago a woman who couldn't walk lived in my neighborhood...." The social and emotional distance that such distressed identification places between disabled people and others causes us to know less than we think about their abilities. As a result, counselors should be careful not to make hasty presumptions about what disabled students can or cannot do. The tendency to draw such conclusions can be a crucial weakness in a counselor.

SENSITIZING COUNSELORS

From the field:

Some general counseling for disabled students can be done by the counseling staff at large. However, many of my fellow counselors have expressed openly to me that they often feel very inadequate and uncomfortable with disabled individuals and cannot work effectively with them. As a way of dealing with this problem, I suggest in-service training workshops for members of the general counseling staff who express the willingness and sensitivity that is necessary for those who actively provide additional services to disabled students. It would then be possible for general counselors, after completing these sessions, to assist the coordinator with special programs for the disabled.

--Elliot L. Rosman
Coordinator of Disabled Student Services
Queensborough Community College

These almost universal tendencies make it necessary for all counselors who work with disabled students to go through a sensitizing process. If there is a coordinator of special services for the disabled, s/he will usually arrange a program for other student personnel staff and/or faculty members that may include in-service training sessions. A variety of sensitizing exercises and games can be utilized in these workshops to help counselors cope with feelings they experience when dealing with or thinking about disability. One especially valuable technique is role-playing which gives the counselor an opportunity to interact with a disabled client either face-to-face or via a closed-circuit video tape recording.

As additional preparation, each counselor will find it useful to acquire information about the medical aspects of disability, work capabilities and possible physical limitations, the possibilities of modifying work environments, and specialized community resources to which students may be referred. It would be helpful for the student personnel department to develop a resource file into which counselors could place specialized information of this kind. The location of this file should be accessible to other staff members and its existence will need to be publicized.

ACADEMIC COUNSELING

Some disabled students will require no special academic counseling services or accommodations other than the usual services offered to all students. However, many other disabled students may need additional special arrangements, as the following discussion of major areas of need indicates:

- Some courses may involve requirements or conditions which are beyond the physical capabilities of some disabled students. In many instances these situations can be modified so that the students will be able to complete these courses. For example, in science courses, laboratory equipment can be modified. In other classes, disabled students might team up with other students who can share or perform some of the physical tasks.

- In certain academic areas, the mere presence of a person with an obvious disability will trigger negative reactions from some instructors. Practitioners frequently cite as case examples problems that might arise from a blind student in a chemistry lab or a wheelchair-bound student in a retail sales class. Many faculty members will be cooperative with and sensitive to the disabled students in their classes. Nevertheless, counselors or special coordinators for the disabled will often need to provide some form of advance preparation or sensitivity training for instructors.

- Whether the obstacle proves to be the course structure itself or the instructor's attitude, the counselor and the student first should examine the problem together. Ideally, the student then returns to the instructor to present the problem and to suggest possible solutions. If this procedure does not work, the counselor may need to intervene directly as an advocate/consultant with the instructor and offer options which can ameliorate the problem.

- The counselor may need to help students problem-solve such matters as how to take notes or how to take tests. After determining that they will require, for example, the use of a tape recorder in class or the services of a reader, interpreter, or aide, students then can suggest such solutions to the instructor. The counselor will want to encourage the student to handle the matter independently but will be prepared to step in as consultant or advocate with the instructor, if necessary.

- Counselors cannot expect to have the time or expertise to deal with all academic problems or provide every kind of assistance. Instead, they should be able to utilize other campus resources such as the campus learning center or the basic skills staff.

- Where there are several sections of a course, the counselor may advise the student to select the one that is most accessible. In the event that all sections are inaccessible, the counselor may request the administration to reassign one class to a more convenient area. The counselor should use the student's experience in deciding which locations are accessible or inaccessible.

- The coordinator of the disabled students program in cooperation with the registrar may want to provide a special preregistration for some disabled students. This administrative procedure reduces the tensions disabled students sometimes experience in selecting courses for their academic programs or in making course changes.

- Ideally all instructors should be sensitive to the special needs that disabled students have and be willing to make necessary changes that will enable students to meet course requirements. However, in the real world, some instructors are more helpful than others.

  In this regard there are two points-of-view about how counselors and disabled students can deal with instructors who are less sensitive and accommodating than others. The first states that all instructors should be expected--and persuaded, if necessary --to make appropriate accommodations. The second position holds that academic counselors, with the help of disabled students, should identify those instructors who have demonstrated a willingness to respond to the needs of disabled students.

IDENTIFYING UNRESPONSIVE INSTRUCTORS

Three points-of-view from the field:

Some teachers will not want the "discomfort" of seeing disabled students in their classrooms. Although they may not say so, they will act unresponsive toward the students all semester long. As a result, students will have a negative learning experience--i.e., they will have a more difficult time there than they would in another faculty member's class.

--Dr. Gary Livent
Vice President for College Services
Onondaga Community College

By exposing students only to those instructors identified as more willing than others, we are in a way overprotecting the students.

--Kenneth Henning, Professor of English
Advisor, M.A.S.H. (Make Aware and Serve the Handicapped)
Niagara County Community College

Exposure to different types of teachers may be what some students desire and need in order to test themselves and their strengths in the classrooms in preparation for the "real world."

--Michael R. Stimola
Professor, Counseling Division
Hostos Community College

- The academic counselor should help disabled students schedule programs that are realistic in terms of essential physical and mental demands and the time that is needed to fulfill course requirements. For reasons related to their disabilities some students will need to take a reduced number of courses, and some will need to schedule course loads so their work is spread evenly over the week. Other students will arrange their classes to fall on a fewer number of days in the week to reduce the number of trips to campus. The counselor may need to intervene administratively to help the student receive the permissions for such modifications.

- Some disabled students may have inadequate study habits because fewer demands were made on them in high school or sheltered work settings. For these students, there is a need to offer a variety of special help services. These services may include individual tutoring, small group remedial classes, special classroom assignments, and small group activities that develop such academic skills as studying, note taking, test taking, and term paper writing.

  Because of time restraints on their regular counseling duties, counselors will need to coordinate these services with the campus basic skills staff, the learning center, student aides, and faculty members. Experienced students will be especially helpful in assisting new or inexperienced disabled students in mini-groups. Disabled students should always be given the opportunity to participate in integrated groups engaged in developing academic skills.

- Academic counselors must be aware that many disabled students will not be able to "make it" in college if they are forced to adhere to all the same procedures followed by nondisabled students. On the other hand, they need to help disabled students distinguish between special services which are necessary and special favors. The latter should be discouraged. A middle position is the goal: encourage disabled students to achieve success in the mainstream, but also be available to assist them in making reasonable modifications on a case-by-case basis.

CAREER AND VOCATIONAL COUNSELING

A Developmental Framework

Disabled people have the same developmental careeer planning tasks to perform that other people have. Theory and research over the past 25 years have indicated that career development is not merely a matter of making a choice at one point in time, but rather a lifelong process involving many stages and decisions.[1] Thus, choice of occupation can be seen as the result of a series of processes that unfold over time on a number of dimensions rather than as the result of a single event. Super presented a model of career dimensions developing over time in the Career Pattern Study.[2] This model was further refined by Super and other researchers, (e.g., Crites and Westbrook).[3]

A useful and well-defined approach to career development theory and measurement has been put forth by Crites.[4] In this model, Crites outlines developmental dimensions into two gross categories: attitudes toward work, and career choice competencies. The Crites' Career Maturity Inventory measures an individual's development in those areas using one attitude scale and five competency scales.[5]

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[1] For an early statement on career decision making as a developmental process, see Ginzberg, E., Ginsburg, S.W., Axelrad, S., & Herma, J.L. Occupational Choice. New York: Columbia University Press, 1951.

[2] Super, D.E., Crites, J.O., Hummel, R.C., Moser, H.P., Overstreet, P.L., & Warnath, C.F. Vocational development: a framework for research. New York: Teachers College Bureau of Publications, 1957.

[3] For a review of career development theory and measurement, see Super, D.E. (Ed.). Measuring vocational maturity for counseling and evaluation. Washington, D.C.: National Vocational Guidance Association, 1974.

[4] Crites, J.O., Measurement of vocational maturity in adolescence: I. Attitude test of the vocational development inventory. Psychological Monographs, 1965, 79 (2, whole No. 595)

The Crites dimensions, like those in other career maturity scales, compare an individual's development with others of his or her age or grade level. As a result, the individual may be characterized as relatively mature or immature with reference to each of the inventoried dimensions of vocational growth and development.

The rationale for proposing the use of the career development model with disabled students is that it offers an opportunity to view each student as having a unique multi-dimensional profile which shows where s/he is developmentally in each skill or attitude area, irrespective of chronological age. Counselor interventions based on this profile can then be made to enhance the career choice process. Counseling goals in relation to each dimension of career maturity in the Crites model have been operationalized as follows:[6]

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[5] Crites, J.O. Theory and research handbook for the career maturity inventory. Monterey, California: CTB/McGraw-Hill, Inc. 1973(b).

[6] Goldman, L., and Flugman, B. Occupational counseling for physically handicapped students, phase II, New York: CASE Institute for Research and Development in Occupational Education, Graduate School and University Center, CUNY, 1977. ED1495

- Attitudes toward work--To have a student favorably disposed to moving into the world of work and making a career choice.
- Self-Appraisal--To have a student learn something about herself/himself, e.g., needs, interests, abilities, likes and dislikes.
- Occupational Information--To have a student learn something about jobs and occupations, e.g., job duties and tasks, employment opportunities or occupational roles.
- Goal Selection--To have a student relate what s/he knows about herself/himself to what s/he knows about jobs and occupations in order to make an appropriate occupational choice.
- Planning--To have a student outline and complete those steps necessary to achieve a career objective.
- Problem Solving--To have a student seek solutions to removing barriers which thwart his or her movement toward a career objective.

Special Career Counseling Needs of Disabled Students

Most college students will generally benefit from individual and group counseling sessions that deal with career planning tasks. Disabled students, however, usually have special career planning needs which require additional time, sensitivity and caution on the part of counselors. The following examples indicate possible areas of concern and ways in which counselors can respond.

- Job demands and physical capacities. The counselor needs to be careful about advising a disabled student to prepare for an occupation based solely on what that counselor perceives is the student's physical capacity to perform certain kinds of work. Always, the counselor should take into account the student's interests and aspirations.

At the same time, it is just as imprudent for disabled students to head toward a career simply because they "want to." The counselor must help students assess their capabilities realistically, while taking into consideration a competitive job market.

In this connection, counselors need to be aware that through accommodation it is possible to make most jobs accessible to people with all kinds of disabilities. In exploring occupations with students, they might therefore consider the following procedure:

--Focus on students' abilities and explore with them possibilities for utilizing those abilities in various jobs.

--After defining specific jobs or occupational areas which individual students are interested in, help them make careful assessments in which they compare the physical demands of jobs with their own physical abilities.

Checklists like those referred to in *Figure 1.1* can be very helpful, but they can serve only as guidelines. They should not be taken literally and should not be used to impose limitations. Rather, counselors and students should use them to explore realistically career possibilities and alternatives.

Figure 1.1

RESOURCES FOR INVESTIGATING THE PHYSICAL REQUIREMENTS OF OCCUPATIONS

Checklists like the following can help counselors and students assess physical capacities in relation to task requirements:

Job Demands and Physical Capacities Form, Page 38

Task Requirements and Learner Functioning Checklist, Page 40

Work Situation Check List, Page 49

Additional resources for investigating the physical requirements of occupations are described below:

Description	*Ordering Information*
Training manual: Dictionary of occupational titles. Designed to help vocational rehabilitation counselors use the Dictionary of occupational titles as a system of gaining occupational information.	Materials Development Center Information Service Stout Vocational Rehabilitation Institute University of Wisconsin/Stout Menomonie, Wisconsin 54751 Price: $1.00
Occupational library for the blind. Comprehensive resource for job analysis relating to visually impaired persons. Job descriptions updated annually.	Greater Detroit Society for the Blind 1401 Ash Street Detroit, Michigan 48208 Price: $50.00
Dictionary of occupational titles (and Supplement 2), fourth edition, 1977. (U.S. Department of Labor). Useful for identifying the physical capacities and personality requirements for particular job classifications. Can be of assistance in determining various types of jobs which are related to the general interest area of the student.	Superintendent of Documents U.S. Government Printing Office Public Document Department Washington, D.C. 20402 Price: $12.00
Interviewing guides for specific disabilities (U.S. Employment Service). Series of pamphlets discussing factors involved in evaluation of work capacity of persons with various disabilities. Provides lay descriptions of disease or disability and definitions of terms that might be found in an individual's medical report.	U.S. Employment Office Manpower Administration 14th Street and Constitution Avenue, N.W. Washington, D.C. 20210 Free

Figure 1.2

DEVELOPING WORKING RELATIONSHIPS WITH STATE VOCATIONAL REHABILITATION COUNSELORS

Many disabled college students receive financial assistance and vocational counseling through their state office or department of vocational rehabilitation. (In some states, there is a separate office, department, service or commission for blind people.) In some cases, VR counselors may have conducted an extensive assessment of a student's physical capabilities and interests. As a result VR agency representatives can be especially useful in helping to evaluate student capacities and job possibilities.

It is important, however, to note that information from the personal file of a specific VR client is confidential, and VR counselors will need the client's permission to release it to the college counselor.

College counselors will find it helpful to learn about the internal structure of VR agencies (who handles what and where), and about agency policies, rules, regulations, priorities, and services.

A "Mini-Guide to State VR Agencies" can be found on page 53 *in the Resources section at the end of this chapter.*

Also included is an article, "College/Rehab Collaboration for 504 Compliance"which contains "a model for the collaboration of rehabilitation counselors and college counselors in providing an accessible learning environment."

There are a number of methods counselors can offer disabled students to help them broaden their knowledge about the world of work. Although these methods are fairly standard for all students, disabled students often have a greater need for them.

--Occupational information via print, film, audio and/or videotapes, or other audiovisual materials can offer an accessible way for students to learn about jobs and required skills.

--Career orientation sessions and courses in which students explore occupational materials are particularly beneficial. For help in planning these courses, see:

Figure 1.3: *Topics for Career Orientation Sessions,*

and

Figure 1.4: *Resources for Planning and Curriculum Materials for Career Orientation Courses*

Figure 1.3

TOPICS FOR CAREER ORIENTATION SESSIONS*

Examples of topics to be presented during career orientation sessions should include:

- Orientation to the world of work: importance of work, utilizing communication and transportation facilities, role of labor unions and business organizations, factors in job success, economic aspects of living, job-seeking skills.
- Self-assessment: procedures and techniques to assist students in gaining knowledge of their vocational interests and potential.
- Occupational information units based on the fifteen U.S.O.E. clusters or a similar organizational schema.
- Legislation prohibiting employment discrimination, necessitating employers to provide "reasonable" accommodations.
- Ways of overcoming or minimizing problems directly resulting from the individual's physical impairment, via use of adapted equipment, aids, job factoring.
- Experiences (firsthand, if possible) of disabled people who are employed in a variety of fields.
- Opportunities for employment of physically disabled persons in city, state, and federal agencies.
- Community agencies, such as the local Vocational Rehabilitation Office, which provide employment-related services to disabled persons.
- Postsecondary educational institutions with special programs and services for the physically disabled.
- When warranted, information on local work adjustment programs and sheltered workshops.

*Excerpted from Technical Education Research Centers, Inc., "Guidance, Counseling, and Support Services for High School Students With Disabilities" Cambridge, Mass., 1977, p. 253. Reprinted with permission.

Figure 1.4

RESOURCES FOR PLANNING AND CURRICULUM MATERIALS FOR CAREER ORIENTATION COURSES*

Occupational information materials are almost always written for nondisabled people and probably will not describe the modifications and arrangments that will enable disabled people to perform various jobs. Therefore,counselors will need to supplement standard sources of occupational information with special materials geared to the needs and interests of disabled workers.

Specialized planning and curriculum materials are available from innumerable commercial, governmental, and private agencies. Organizations which serve specific disability areas--for example, United Cerebral Palsy Association, Spina Bifida Association of America, etc.--usually publish or distribute these materials. Counselors will find it particularly useful if they include materials available from their own city and state agencies. A file containing lists and descriptions of these local sources should be centrally located for student personnel staff members.

Another important source is the Education Resources Information Center (ERIC). This network consists of 16 nationwide clearinghouses which on request will send users copies of hard-to-find or specialized publications or will conduct computerized searches on special topics. *(A "Quick Guide to ERIC " is located on Page 67 in the Resources Section at the end of this chapter.)*

Continued on next page

Figure 1.4, continued

Educators preparing a career orientation course for physically disabled students also will want to review and perhaps order some of the following materials:

Description	Ordering Information
State level Division of Vocational & Technical Education: In most states this agency has developed career orientation guidelines and bibliographies of recommended resource materials. Materials are usually developed for "regular" and/or "Disadvantaged" students but can be adapted for use with the physically disabled.	Check your state VR office.
A pocket guide to affirmative action. Pamphlet on the affirmative action regulations of the Rehabilitation Act of 1973.	President's Committee on Employment of the Handicapped Office of Information Washington, D.C. (202) 653-5010 Free
American Personnel and Guidance Association, National Career Information Center, INFORM. Monthly newsletter with annotated listings of written materials and films, and information on other career-related resources. Materials listed can be selectively used with students who are physically disabled. Subscribers also receive Career Resource Bibliography.	American Personnel & Guidance Association 1607 New Hampshire Ave., N.W. Washington, D.C. 20009 (202) 483-4633 Subscription: $15.00/year for APGA members; $25.00/year for non-members
Gary F. Austin, Bibliography: Deafness. Includes extensive references to career orientation materials.	National Association of the Deaf Public Information Officer 814 Thayer Avenue Silver Spring, Maryland 20910 (301) 587-1788 Price: $3.50 Order No.: RS014
B'nai B'rith Career and Counseling Services, Counselor's Information Service. A quarterly annotated bibliography of current literature in educational and vocational guidance. Includes materials specific to disability and rehabilitation counseling. Other materials can be selectively used with physically disabled students. Complimentary copy upon request.	B'nai B'rith Career & Counseling Services 1640 Rhode Island Ave., N.W. Washington, D.C. 20036 (202) 857-6600 Subscription: $9.00/year

Braille and large type books on occupational guidance, vocations and trades, 1974. List of materials available from the American Printing House for the Blind.	American Printing House for the Blind P. O. Box 6085 1839 Frankfort Avenue Louisville, Kentucky 40206 (502) 895-2405 Free
CI-TAB (Career Information and Training Activities for the Blind, Senior High Level). A cassette library consisting of 35 recordings and accompanying large type and braille scripts. These include general information (trends in occupations, appropriate interview conduct, etc.) and 30 job descriptions selected from the U.S.O.E.'s 15 occupational clusters.	American Printing House for the Blind P. O. Box 6085 1839 Frankfort Avenue Louisville, Kentucky 40206 (502) 895-2405 Price: N.A.
Manpower. 8 tape-recorded radio interviews with visually impaired individuals about occupations and working as a blind person.	American Foundation for the Blind 15 West 16th Street New York, NY 10011 (212) 924-0420 Free
National Center, Educational Media and Materials for the Handicapped. Distributes and provides information about materials appropriate for children and adolescents with all types of handicaps. Materials include: audio-visual educational media, programs for teaching machines, other non-print or mixed media items--e.g., educational games, and books and other printed materials.	National Center, Educational Media and Materials for the Handicapped Ohio State University Columbus, Ohio 43210 (614) 422-7596
Occupational Library for the Blind. Specific job information for visually impaired individuals.	Greater Detroit Society for the Blind 1401 Ash Street Detroit, Michigan 48208 Price: $50.00
Career Counseling Packages. Designed for hearing impaired students. Extensive media and equipment packages for vocational exploration and for training in the following chemical technology, machine tool processes, and office practices.	St. Paul Technical Vocational Institute Program for the Deaf 235 Marshall Avenue St. Paul, Minnesota 55102 (612) 227-9121 Price: N.A.
Claire Szoke & Sharon Vest. To serve those who are handicapped: An annotated bibliography. Covers career orientation materials, K-12.	Illinois Division of Adult Vocational & Technical Education Illinois Office of Education 100 North First Street Springfield, IL 62777 or

Clare Szoke & Sharon West. To serve those who are handicapped: An annotated bibliography.	Technical Education Research Centers, Inc. 44 Brattle Street Cambridge, Mass. 02138 Free
Vocational education resource materials/handicapped and special education. Extensive bibliography.	Educational Instructional Materials Center University of Wisconsin/Madison Teacher Education Building, Room 180 225 North Mills Street Madison, Wisconsin 53706 Price: $2.00
Working in the sighted world. Volumes I-IV, 1972-77. Series of recorded interviews with visually handicapped workers.	American Foundation for the Blind 15 West 16th Street New York, NY 10011 (212) 924-0420 Free
Occupational Outlook for College Graduates	Superintendent of Documents U.S. Government Printing Office Public Document Department Washington, D.C. 20402 Price: N.A.

*All sources (except the last) were compiled by Technical Education Research Centers, Inc., for Guidance, Counseling, and Support Services for High School Students with Disabilities. Cambridge, Mass., 1977, p. 253-254.

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--A third alternative is to invite business and industry representatives to the college to describe the various occupations within their organizations. It is particularly important to invite guest speakers who are disabled and can therefore serve as role models to motivate disabled students.

--An even more effective way for students to accumulate occupational information is to visit places of employment and observe firsthand how a variety of jobs are performed differently by different people. Wherever possible, it should be arranged for students to visit worksites where disabled people are employed.

--The best way to help students expand their knowledge of occupations is to provide them with actual on-the-job tryout experiences. Cooperative work programs, internships, on- and off-campus work-study programs, volunteer work, and summer and part time jobs can furnish these experiences. It is important that students have ample opportunities to review with counselors, faculty, and peers each work experience in order to maximize its learning value.

A description of a community college cooperative program can be found on page 64 in the Resources section at the end of this chapter.

- Emphasizing strengths. Generally it is wiser to spend more time discussing strengths than weaknesses during the counseling process. People always have abilities they have not recognized or do not use fully, and often they increase proficiency in areas they are already strong in. Counselors can help students learn to review the positive and successful areas in their lives. They can also help them plan more new experiences in which they will be likely to enjoy success.

  Two systems which will help counselors and students explore and build strengths are the Motivation Advance Process (MAP) and the Life Line procedure. *Descriptions and instructions for both are contained on pages 73 and 75 in the Resources section at the end of this chapter.*

- Removing Barriers to Jobs: Counselors and students should be aware of possible obstacles to employment resulting from union practices, hiring procedures or other personnel practices, and licensing laws. Because of these problems, it is important to establish an active advisory committee to discuss possible solutions. This committee might consist of representatives of local businesses, manufacturing companies, governmental agencies, employment agencies, and some rehabilitation agencies.

The articles listed below, although not geared specifically to the needs of disabled students, will answer many questions counselors may have about career planning programs and procedures. Reprints of the articles are included in the Resources Section at the end of this chapter; there is a wealth of material in this area. For additional references the reader is referred to the Bibliography in the Appendix.

"University Career Development Programming" by Donald J. Cochran and Betty Green Rademacher, Page *76*

"Meeting Career Needs in Two-Year Institutions" by Michael Wallman, Diane A. Johnson, and James E. Bottoms, Page *82*

"Emerging Career Guidance Competencies" by Anita M. Mitchell, Page *86*

"College Students Explore Careers" by Robert E. Comas, Page *90*

"A Career-Planning Project for College Students" by Michael Thomas Quinn, Page *94*

VOCATIONAL ASSESSMENT AND TESTING

Vocational assessment is a complex and imprecise process for all students, but especially for disabled clients. In making a vocational assessment of a disabled student, the counselor will want to compile and evaluate information from a variety of sources. This process will demand a great deal of knowledge and interpretive skill. Paper and pencil tests, by themselves, are far removed from the realities of the job world and therefore will probably be of limited value. The counselor must be familiar with and sometimes use a wide range of techniques: paper and pencil tests and inventories, apparatus tests, worksamples, a careful and systematic review of the student's life history and current experiences, self-assessments by the student, interviews with the student, past instructors, employers or counselors (e.g., at VR agencies), and observation of the student in class or at work. Using all these forms of assessment, the client and counselor together gradually can develop a three-dimensional picture of an individual in relation to work.

Some important aspects of the assessment process are covered in the sections on academic, career and personal counseling. The purpose of the present section is threefold:

- To familiarize college counselors with those forms of tests and assessments for disabled students which generally are not administered on the college campus--e.g., standardized aptitude and achievement tests and the worksample systems. Information from these tests may be helpful in making an overall vocational assessment.
- To review or introduce the kinds of tests--primarily tests of interests and work values--counselors will probably administer at the college level.
- To suggest approaches for administering tests or conducting assessments for disabled students.

First, it is important to note that there is a difference between a test and an assessment process. Tests are specific measures, generally limited in scope, whereas the assessment process utilizes a wide range of information sources to produce a "total" picture. Tests are designed to measure only one or a few areas. However, the assessment process may involve various kinds of subjective and objective data in different areas collected by a wide range of methods including interviews, autobiographies, school records, agency reports and others.

By the time most students reach college, they already will have taken several kinds of tests--especially standardized tests which measure academic aptitudes and achievement. Therefore, many college students will need almost no further testing of aptitude and achievement once they reach college. Information from previous tests in these areas is usually sufficient. Students with severe disabilities probably have received additional testing by their state vocational rehabilitation agencies.

In general, standardized tests tend to underestimate the abilities of disabled students. Also, they can be used to measure only past development. To determine potentialities, counselor and student must make inferences that are based as much on personal observations of the student's ability to cope in various situations as on test results.

Lists of standardized tests which have been found to be more useful than others in measuring the academic aptitudes, achievement, and interests of disabled students are located in the Resources section at the end of this chapter. These lists are categorized according both to disability groups and to type of test. References to other sources of information on testing for each of the three major disability groups is also included. The groups covered are:

--students with impaired hearing, page 98

--students who are visually impaired, page 111

--students with cerebral palsy, page 112

Results from these tests are usually on file with high school or VR office counselors and may be available to college counselors, with the student's written permission. *Suggestions for the development of a collaborative relationship between college and VR agency counselors are* *contained in Figure 1.2, p.18 and also in the "Mini-Guide to State VR Agencies" in the Resources section on page 53 at the end of this chapter.*

Work Experiences and Worksample Systems

The general principle in conducting vocational assessments for both disabled and nondisabled people is that the process which most closely simulates actual work activities is the most valid. For example, reviewing a student's summer or part time job tryouts would provide one good basis for a counselor's assessment. Fieldwork, internships, or voluntary experiences are alternate ways counselors can use to assess the student's abilities, work habits, attitudes, and interests.

The more severely disabled students may have had no actual on-the-job experiences, but they may have participated in worksample assessments conducted by VR agencies, rehabilitation centers or special schools.

The purpose of worksample systems is to simulate actual work activities as a means for evaluation. Varying in elaborateness and expense, such systems include TOWER, Singer-Graflex, Philadelphia JEVS Worksample Battery and others. Some are developed specifically for disabled populations. *Information on "Where to Order Literature and Media on Vocational Education and Work Adjustment" is located on Page 115 in the Resources section at the end of this chapter.*

Typically, each worksample system involves a set of tasks related to a specific occupational skill area such as assembly, repair, soldering, sewing, office practices, etc. to be performed with the use of real equipment, tools, and materials. Each unit in the assessment procedure may require a student to spend hours or days trying out certain skills before the student can receive feedback on his or her aptitude or interest

TESTS AND ASSESSMENT PROCEDURES

Another View from the Field:

Any discussion of assessment procedures should reflect the current doubts that are being expressed concerning standardized tests and worksample evaluations. These approaches are measures of current status which are only partially helpful in counseling the handicapped student. More importantly, data are needed concerning student potential (not merely current level) and how programming on the college level may develop this potential. All too often programs for handicapped students are built on what the student can do now--not what s/he could do if conditions were altered to produce optimum performance.

In this connection, it is necessary that greater emphasis be placed on modifying test and assessment conditions for individual college students, even though this may preclude the use of existing normative data for the test.

It might also be noted that tests developed for specialized disability groups have their limitation, too, since none of these groups is even remotely homogeneous. For example, no two visually handicapped students demonstrate the same visual performance. Thus, a modification in a test instrument to make it useful for one visually handicapped individual might render it disabling for others.

If standardized tests are to be used at all (and I would not recommend it), they should be used only with the greatest caution. By and large, these instruments underestimate handicapped students. Furthermore, there is a danger that counselors will generalize observations of performance on selected worksamples or tasks to related activities or job functions. Such generalizations have been shown to be less true of handicapped students than of others.

Finally, there is the tendency for counselees to become overly passive and dependent during testing processes. This problem can be circumvented by engaging the students in a creative process that eschews tests. With this approach the student becomes a co-manager of the assessment process and assumes responsibility for exploring his capacities and potentialities with professional assistance.

--Herbert Rusalem, Co-Director
The Learning Capacities Research Project

**A brief description of The Learning Capacities Research Project is located on Page 116 in the Resources section at the end of this chapter.*

in that area. Tryout and worksample methods have an additional advantage over paper and pencil tests in that they permit some experimentation with job modification and adapting jobs to the individual.

While worksample systems do permit tryouts in more realistic situations than do standardized tests, they are of limited value for college students in that they usually are designed to assess tasks related to skilled, unskilled and clerical occupations rather than professional or managerial occupations. Advantages are that most worksamples do not take a long time as compared with actual job tryouts, and they are not based merely on a subjective perception of what a person can or cannot do well. College counselors who feel certain students could benefit from a worksample will usually find it more practical to refer them to agencies or organizations which have expertise in conducting them. However, because most worksample systems cover a limited range of occupations, counselors should make referrals only in those cases where they feel the systems are appropriate for the individual.

Interests and Work Values

Interests and work values continue to change and develop throughout the adolescent and young adult years. Therefore, assessment in these areas is likely to be useful for practically all college students at some points. Descriptions of several interest inventories which counselors probably are already familiar with, e.g., the Kuder Occupational Interest Survey, and Strong Campbell Interest Inventory, can be found on pages 102, 110, 111 in the Resources section at the end of this chapter. There are others described there which can be used selectively.

One relatively new inventory that has been well received is the Hall Occupational Orientation Inventory (published by Scholastic Testing

Service, Bensenville, Ill. 60106.) The Hall places more emphasis on the process of exploration than on the scores. It includes 21 different categories, including Values and Needs, Job Characteristics, and Worker Traits. The manual is rich in suggestions for group and individual exploration methods.

Another approach is represented by Holland's Self-Directed Search (published by Consulting Psychologists Press, Palo Alto, CA. 94306). This is actually a system that consists of a workbook that leads the student through a self-assessment of Activities, Competencies, Occupations, and Self-Estimates and includes a search for related occupations in an occupational classification booklet.

Perhaps the most open-ended method for exploring interests is the Vocational Card Sort.* This approach involves counseling as much as it does testing; in fact, there are neither quantitative scores nor norms with which to compare the scores. Instead, the student sorts occupational titles to reveal his or own work values and perceptions; discussion of the card sort is itself counseling. The method is also adaptable to almost any person because the specific stimulus material (names of occupations) can be shortened, lengthened, or changed without affecting the usefulness of the experience.

Suggestions for Administering Tests

As in other counseling activittes with disabled students, there may be conditions with respect to test taking which will require additional time and attention and sensitivity on the part of the counselor:

- Standardized tests often must be modified to take into consideration the effects of various types of disabilities and test performance. Handicaps in seeing, perceiving or hearing, the inability to manipulate a pencil, and deficits in knowledge or skills resulting from limited life experiences may affect test performance. In most instances the counselor or test administrator can make adaptations in test procedures.

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* Dewey, C.R. Exploring Interests: A non-sexist method. Personnel and Guidance Journal, 1974, 52, 311-315.

Dewey, C.R. The Non-Sexist Vocational Card Sort. Gainesville, FL: NSVCS, Route 4, Box 217. 1976

- Frequently the counselor must remove time limits for people with certain disabilities who work at lower rates of speed. Fortunately, many tests at the college level are not highly speeded, and interest and personality inventories are never speeded. Therefore, allowing a person the time s/he needs to finish a test does not pose as great a problem in interpreting the results as would be the case in a highly speeded test.

- In other cases, more modification may be necessary. For example, a signer or reader may be required, or the counselor may need to provide a braille version of the test. Regardless, the test should be given in the mode of communication preferred by the student.

- There is a risk that some counselees may become overly passive or dependent during the assessment experience. This is the "Test me and tell me what I should do" syndrome. This tendency may often be exacerbated for disabled students due to past experiences in their lives. Therefore, it is important for counselors working with disabled students to make special efforts to avoid developing dependent relationships and place as much responsibility as possible on their counselees during the assessment and counseling process.

- In interpreting data, there is sometimes doubt as to whether counselors should use general population norms or norms based only on disabled populations. There is no clear answer which is best, but both norms are useful. Norms for the general population will help the student see how s/he compares with nondisabled people whereas the other may suggest needed corrections for deficits in the development of disabled people. In any case, the counselor must examine the profile for each individual and make interpretations in the light of all pertinent information about the student's medical, educational, and psychological history, personal management skills, and interpersonal relationships.

The extent to which tests and other types of assessment activities are used varies from counselor to counselor. When used most effectively, these materials and techniques can offer helpful information to handicapped individuals who are in the process of making short-term and long-term career plans.

PERSONAL COUNSELING

In this manual, we are dealing with personal counseling mainly as an adjunct or aid to the career counseling process. Therefore, we will discuss it within the context of a service which students sometimes need in order to help them deal with affective concerns that may intrude in the career planning process.

Perhaps people with disabilities will have a greater need than nondisabled people to have others assist them with developing a realistic and comfortable self-concept. Establishing this self-concept is important because it will lead to self-acceptance and more autonomous behavior. They probably will need assistance because, in many instances, they have been rejected or overprotected by important people in their lives. Also, they often have lived in isolation to some degree. As a result they may not have developed a complete repertoire of social skills, and they may lack self-confidence or hold an unrealistic perception of their disability. For example, they may view the disability as either more handicapping or less handicapping than it really is.

They tend to be overly dependent on others also because of feelings of inadequacy; e.g., they may not be able to project the possibilities of being part of the world of work or marriage--two traditional routes to independent living.

All of these problems serve as obstacles to the process of career planning and should be dealt with prior to or concurrent with career counseling. An effective medium for helping people with these problems is group counseling. Groups may take many forms including theme-centered, task-oriented, and consciousness-raising. In group situations, people have an opportunity to share experiences, give each other suggestions, and serve as a source of identification and emotional support for each other.

Should some groups consist only of disabled students? For some purposes, yes. In situations where students are just beginning to deal with feelings about their disabilities, they may feel more comfortable being among only other disabled students. In fact, they may feel secure being only with others who have similar disabilities. In such groups they may find it easier to express certain fears, doubts, anxieties, or hostilities because they know other disabled participants will identify with those feelings.

At the same time, counselors should be aware that people in one disability group may feel isolated from those in another group. Indeed, students with the same disability may vary in educational background, interests, physical capabilities, aspirations, and motivation--like individuals in any general population group. Therefore, in any group the attitudes of disabled students about themselves and toward other disabled people must be taken into consideration.

For other reasons, it is probably wise to include in personal counseling groups nondisabled students who have problems and needs similar to those of the disabled members of the group. In mixed groups, both disabled and nondisabled participants can gain greater perspectives of their own ways of life and can learn to relate to each other. Since most disabled students will have to function in the nondisabled world, they will benefit from group experiences in which they must learn how to deal with nondisabled people. In the process, they will come to see that many of the fears and frustrations they perceive as disability-related are in fact shared by nondisabled people and, thus, have little or no connection with disability itself.

Mixed groups are desirable also because they provide many nondisabled people with the opportunity to learn to feel comfortable with disabled people. They have the chance to get to know disabled people as individuals and at the same time learn to recognize their own special needs.

Some practitioners believe that it is desirable to organize counseling groups for parents which meet on a regular basis. Sometimes parental attitudes can interfere significantly with students' attempts to move toward independence--especially in making career planning choices. The purpose of these sessions then would be to help parents develop a realistic view of their children and learn how on the one hand to offer necessary support and on the other to encourage autonomy. However, other practitioners stress caution: inviting parents into counseling groups sometimes can have the opposite effect: reinforcing a student's dependence.

Counseling--whether it be career, academic, or personal, or involve testing and assessment--is an integral part of any service program that responds to the needs of disabled college students. This chapter focused on counseling as it relates to the career planning process. Many other factors may directly influence this process such as those presented in the succeeding chapters of this Guide.

Additional important services for disabled students, not generally associated with counseling or career planning needs, are outlined and discussed in terms of program objectives in an article "Short- and Long-Range Planning for a Comprehensive Service System," from the proceedings of a national conference held at Wright State University, August 21-25, 1977. (See Appendix for the table of contents of proceedings of two national conferences held at Wright State University).

RESOURCES

For

COUNSELING SERVICES FOR THE DISABLED STUDENT

RESOURCES

Page

I Job Demands and Physical Capacities Form 38

II Task Requirements and Learner Functioning Checklist 40

III Work Situation Checklist 49

IV Mini-Guide to OVR 53

V College/Rehab Collaboration for 504 Compliance 57

VI The Cooperative Work Program for Disabled Students 64

VII Quick Guide to ERIC: Education Resources Information Center . . 67

VIII Motivation Advance Process 73

IX Lifeline 75

X University Career Development Programming 76

XI Meeting Career Needs in Two-Year Institutions 82

XII Emerging Career Guidance Competencies 86

XIII Practically Speaking 90

XIV A Career-Planning Project for College Students 94

XV Standardized Tests 98

JOB DEMANDS AND PHYSICAL CAPACITIES APPRAISAL FORM*

Indicate the capacities of the student in the left-hand column, using the symbol 0 (zero) if the capacity for meeting the activity or working condition is absent or negligible and an X where there is partial capacity or limitation in capacity. For the job-demands columns, each occupation being considered is evaluated in terms of its demands in each job factor where the handicapped individual's capacity has been determined to be absent or limited. If this capacity or working condition is a requirement of the job, it is marked with an X; if it is not, it is marked with a 0. The result is a list of job factors which are requirements of the job and in which the handicapped individual has limitations (those factors marked 0 or X in the client-capacities column and X in the job-demand column). The presence of such factors does not necessarily or automatically rule out the occupation being considered. More detailed evaluation should then be attempted. There may be specific jobs in the occupation where the factors are not important, or the job may be easily modified to change or adapt the requirements to the point where the handicapped individual can meet the job demands.

Client Capacities	Physical Activities	Job Demands		
		1	2	3
	Lifting			
	Carrying			
	Pushing			
	Pulling			
	Climbing			
	Balancing			
	Stooping			
	Kneeling			
	Crouching			
	Crawling			
	Reaching			
	Handling			
	Fingering			
	Feeling			
	Standing			
	Walking			
	Treading			
	Sitting			
	Turning			
	Talking			
	Hearing			
	Smelling			
	Near vision			
	Far vision			
	Depth perception			
	Color vision			

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* From Cecil H. Patterson, *Introduction to counseling in the school*. New York: Harper & Row, 1971, pp. 236-238 Reprinted with permission.

I, cont.

Client Capacities	Working Conditions	Job Demands		
		1	2	3
	Inside			
	Outside			
	Extreme cold			
	Extreme heat			
	Sudden temperature change			
	Humid			
	Wet			
	Dry			
	Noise			
	Vibration			
	Cluttered floors			
	Slippery floors			
	High places			
	Moving objects			
	Hazardous machinery			
	Danger of burns			
	Electrical hazards			
	Explosives			
	Fumes			
	Odors			
	Toxic conditions			
	Dust			
	Poor ventilation			
	Poor lighting			
	Variety of duties			
	Repetitive work			
	Fast pace of work			
	Following specific instrs.			
	Exacting performance			
	Meeting emergencies			
	Competitive work			
	Working alone			
	Working around others			
	Working with others			

II

TASK REQUIREMENTS AND LEARNER FUNCTIONING CHECKLIST*

Meeting the Work Training Needs of Special Students
in High School Vocational/Occupational Educational Programs

R. Hemenway, D. Kelsey, F. Moyes, S. Price

A Cooperative Project Sponsored by:
Illinois Division of Vocational and Technical Education
and
Illinois State University, Department of Industrial Technology
and
Illinois State University, Department of Special Education

Illinois State University Informal Vocational
Learner-Behavior-Task Rating Scale
January 1975

Instructions:

In using the scale, the Learner Functioning Column is to the left of the Behavior Column. Use the symbol 0 (zero) if the learner's current performance level on the behavior is absent or negligible; mark an X where there is limited functioning or disability in functioning. Next, in Task Demand Column, the task being considered including the setting in which it is to be taught (regular vocational shop with an instructor and other students present) is evaluated in terms of its demands on each behavior where the learner's individual functioning has been determined to be absent or limited. If this behavior is, in fact, important to learning the task (including the setting) it is marked with an X. If the behavior is not important to learning the task it is marked with a 0. The result is a list of behaviors which are requirements of the task and in which the learner has limitations (those behaviors marked 0 or X in the Learner Column and X in the Task Demand Column). (If a valid judgment on a given behavior cannot be made in the Learner Functioning Column a U should be marked. Strive to avoid this category.) In the Notes Column, make a note of data which supports your evaluation or your inability to evaluate.

ABILITY	LEARNER FUNCTIONING		BEHAVIOR	TASK DEMAND	NOTES
COGNITIVE		1.	FOLLOWS VERBAL INSTRUCTIONS. Understands spoken instructions containing several ideas.		
		2.	FOLLOWS WRITTEN INSTRUCTIONS. Reads and follows written instructions relating to signs, safety, labels, newspapers, etc.		
		3.	RETENTION. Remembers instructions, names, procedures, locations, telephone numbers, etc.		
		4.	ATTENTIVENESS. Concentrates on a task and is not easily distracted.		
		5.	PLANNING ABILITY. Able to plan ahead on a task.		
		6.	DECISIVENESS. Independently decides among alternatives.		
		7.	MECHANICAL APTITUDE. Demonstrates a working knowledge of mechanical principles.		

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* Reprinted with permission of the Illinois Division of Vocational and Technical Education.

II, cont.

ABILITY	LEARNER FUNCTIONING		BEHAVIOR	TASK DEMAND	NOTES
COGNITIVE		8.	ORGANIZATION. Uses good judgment and initiative in solving problems.		
		9.	PERSEVERANCE. Does more than expected; task behavior is steady.		
		10.	TRANSFER. Able to transfer previously learned skills to a new task.		
ACADEMIC [illegible] APPLICATION - QUANTITATIVE		11.	COMPREHENSION. Understands the meaning of words and ideas associated with them.		
		12.	COMMUNICATION. Uses words effectively when asking or answering questions.		
		13.	RECORDING INFORMATION. Able to keep accurate production records.		
		14.	READING. Is able to read at a fifth grade level or above.		
		15.	SPELLING. Is able to spell common words with accuracy.		
		16.	WRITING. Is able to write a series of sentences on a given subject.		
		17.	ACCURACY. When necessary checks to be sure task is correct.		
		18.	FORM COMPLETION. Is able to complete information on common forms, e.g. job applications.		
		19.	RECOGNIZES SIMILARITIES AND DIFFERENCES. Is able to match similar items and differentiate dissimilar ones.		
		20.	TELEPHONE SKILLS. Is able to use the telephone to obtain information.		
		21.	CARDINAL NUMBERS. Can read and write cardinal numbers to 1,000.		
		22.	ORDINALS. Can read and write ordinals to 1,000.		
		23.	MONEY. Knows common denominations of coins and bills; can make change.		
		24.	ROMAN NUMERALS. Can read and write common roman numerals, e.g. I, V, X.		
		25.	COMPUTATION. Can count, add, subtract, multiply and divide.		
		26.	GENERAL NUMBERS. Knows social security number, zip code, address and meanings of social security, credit, insurance, check deduction.		

II, cont.

ABILITY	LEARNER FUNCTIONING		BEHAVIOR	TASK DEMAND	NOTES
ACADEMIC GENERAL APPLICATION - QUANTITATIVE		27.	MEASUREMENTS. Understands and correctly measures:		
		a.	Time		
		b.	Temperature-Pressure-Humidity		
		c.	Liquids-Solids		
		d.	Weight-Volume-Balance		
		e.	Distance		
		f.	Torque		
		g.	Electricity		
		28.	FRACTIONS. Knows, can read and use common fractions, e.g. 1/2, 1/4, 1/3, etc.		
		29.	CONFIGURATIONS. Can discriminate differences in shape, form, size, texture.		
		30.	APPROXIMATIONS. Has concept of distances, space, height, weight, etc.		
GENERAL HEALTH		31.	LIFTING, CARRYING, PUSHING, PULLING, (STRENGTH).		
		a.	Sedentary Work (mostly sitting). Able to lift a maximum of 10 pounds.		
		b.	Light Work (much standing or walking or some work movements while sitting). Able to lift a maximum of 20 pounds.		
		c.	Medium Work (many work movements while sitting). Able to lift a maximum of 50 pounds.		
		d.	Heavy work. Lift a maximum of 100 pounds (often carry 80 pounds).		
		e.	Very Heavy Work. Lift over 100 pounds.		
		32.	ATTENDANCE. Has achieved at least an average record of school attendance.		
		33.	VITALITY. Exhibits energy and vitality during tasks.		
		34.	SPEECH AND LANGUAGE. Speaking is intelligible and language is understandable.		
		35.	SEEING. Eyesight is adequate for safety and accuracy in general school activities.		

II, cont.

ABILITY	LEARNER FUNCTIONING		BEHAVIOR	TASK DEMAND	NOTES
GENERAL HEALTH		36.	HEARING. Is able to hear sufficiently to receive instruction.		
		37.	HEIGHT AND WEIGHT. Are within reasonable norms expected for typical age student.		
		38. a.	TOLERANCES. Is able to tolerate: Work inside over long period of time.		
		b.	Work outside over long period of time.		
		c.	Extremes of cold plus temperature change.		
		d.	Extremes of heat plus temperature change.		
		e.	Wet and humid extremes.		
		f.	Extremes of noise and vibration.		
		g.	Respiratory discomforts such as fumes, odor, dust, poor ventilation, toxic conditions.		
		39.	APPEARANCE. Presents a pleasant physical appearance, not unattractive, and is free of marked facial distortions.		
		40.	CONSISTENCY. Takes part in all usual school activities; is rarely excused because of illness; rarely complains of ailments.		
PSYCHOLINGUISTIC		41.	SPEECH SUBTLETIES. Recognizes subtleties of speech sounds which convey meaning and responds appropriately.		
		42. a.	LISTENING. Is able to: Listen attentively when others are speaking.		
		b.	Listen for the purpose of remembering.		
		43.	VERBAL DIRECTION. Understands and is able to carry out a 4-6 step direction.		
		44.	REMEMBERS. Recalls verbally described people, places, pictures, objects, events in a sequential order.		
		45.	TECHNICAL VOCABULARY. Understands technical vocabulary to satisfy social and educational needs.		
		46.	CLASSIFICATION. Has ability to categorize and classify meaningful language symbols, e.g. principal and bosses are authorities.		

II, cont.

ABILITY	LEARNER FUNCTIONING	BEHAVIOR	TASK DEMAND	NOTES
PSYCHOLINGUISTIC		47. GENERALIZING. Uses language to make assumptions, generalizations, and conclusions.		
		48. NONVERBAL. Reacts to voice tone, inflection, facial expression, choice of words, and gestures to recognize emotions and feelings.		
		49. GRAMMAR. Has knowledge of, and uses appropriate grammatical expressions in sentence form using 7-12 words.		
		50. SOCIAL REACTION. Uses language in social settings to: a. Respond without tension and undue hesitation.		
		b. Exchange ideas, information, and interest freely with others.		
		c. Express respect, admiration, friendship.		
		d. Adjust language and speech to meet the needs of various situations.		
PSYCHOMOTOR		51. HAND-EYE COORDINATION. Coordinates movements of eyes and hands; fingers rapidly and accurately.		
		52. EYE-HAND-FOOT COORDINATION. Coordinates feet and hands in response to visual cues.		
		53. BI-MANUAL COORDINATION. Both hands used in coordination. No impairment of one hand.		
		54. MANUAL DEXTERITY. Moves hands with ease, skill, as in placing and turning motions. Able to use common hand tools, e.g. hammer.		
		55. FINGER DEXTERITY. Rapidly, accurately manipulate small objects with fingers.		
		56. KNEELING. Is able to climb (ladder), crawl, etc., demonstrating good use of lower extremities and back muscles.		
		57. HAZARD AVOIDANCE. Able to avoid mechanical, electrical, height, etc., hazards.		
		58. EQUILIBRIUM. Maintains body equilibrium to prevent falling when walking, standing, running, crouching, or running on narrow, slippery, or moving surfaces.		

II, cont.

ABILITY	LEARNER FUNCTIONING		BEHAVIOR	TASK DEMAND	NOTES
PSYCHOMOTOR		59.	GAIT. Able to walk with a usual two heel, steady gait. Does not waddle, limp, lack steadiness, or stagger.		
		60.	REACHING. Able to reach for objects to handle, finger, feel--demonstrating trunk flexibility and adequate use of upper extremities.		
SENSORY ACUITY		61.	SPACE PERCEPTION. Understands forms in space, relationships of plane and solid objects.		
		62.	FORM PERCEPTION. Sees details of objects, pictures, graphs; makes visual comparisons for differences in shape and size.		
		63.	COLOR DISCRIMINATION. Knows primary colors, sees difference and similarities between shades.		
		64.	FINE SOUND DISCRIMINATION. Is able to make fine distinction from sound cues, recognizes normal sound as opposed to abnormal sounds.		
		65.	PERCEPTUAL INFORMATION. Obtains information through sight, shape, size, distance, motion, color, and other unique characteristics.		
		66.	FORM DISCRIMINATION. Is able to make and differentiate a variety of forms (square, triangle, etc.), shapes, sizes, and textures.		
		67.	TOUCH DISCRIMINATION. Perceives objects and materials as to size, shape, temperature, moisture content or texture by means of touch.		
		68.	ACUITY. Able to see, feel, hear, smell, and taste normally without special adaptations.		
		69.	OLFACTORY DISCRIMINATION. Is able to differentiate a variety of smells.		
		70.	OCULAR CONTROL. Is able to follow a moving target with his eyes to match perceptual information with motor data.		
PERSONAL SOCIAL SELF		71.	APPEARANCE. Dress is appropriate to situations; is becoming, fits well, is clean. Hands, face and hair clean and well groomed. Proper make-up (girls).		
		72.	SOCIAL ACCEPTANCE. Is sought out and liked by peers. Others drawn toward him or her.		

II, cont.

ABILITY	LEARNER FUNCTIONING		BEHAVIOR	TASK DEMAND	NOTES
PERSONAL SOCIAL SELF		73.	CHARACTER. Is considered to be trustworthy and dependable by his peers and teachers.		
		74.	FRUSTRATION. When he does not get what he wants there is little decrease in his work.		
		75.	APPROPRIATE BEHAVIOR. Behavior is free of inappropriate gestures, verbalizations, mannerisms, actions, etc.		
		76.	INTERESTS.		
		a.	Prefers activities involving things and objects.		
		b.	Prefers concrete, routine, organized activities.		
		c.	Prefers activities involving people and the communication of ideas.		
		d.	Prefers scientific or technical activities.		
		e.	Prefers abstract or creative activities.		
		f.	Prefers activities using processes, machines, techniques.		
		g.	Prefers activities involving business contact with people.		
		i.	Interested in working for the good of people.		
		77.	ADJUSTMENT CAPABILITY. Is capable of adjusting to and performing under the following conditions:		
		a.	A variety of duties often characterized by frequent change.		
		b.	Doing things under specific instruction, with little room for independent action or judgement.		

BEHAVIOR

PERSONAL SOCIAL SELF

c. Working alone and apart from others

d. Perform adequately under stress when faced with the unexpected, or taking risks.

e. Making judgements and decisions on the basis of non-objective criteria, e.g., feeling, common sense.

II, cont.

ABILITY	LEARNER FUNCTIONING		BEHAVIOR	TASK DEMAND	NOTES
		78. a.	DISTRACTIBILITY. Is able to stay on task when in proximity with others.		
PERSONAL SOCIAL INTERPERSONAL		b.	Maintains work quality after experiencing non-work related problems.		
		79.	FEARFULNESS. Deals with others, directly, not shy or hesitant in peer relationships.		
		80.	SELF DISCIPLINE. Is able to tolerate annoying co-workers and maintain task quality.		
		81.	LOYALTY. Never or rarely complains about fellow students, teachers, or tasks.		
		82.	RESPONSIBILITY. Works cooperatively with others and when others work is dependent upon his/her output.		
		83.	SOCIABILITY. Seeks out friends; is an active participant in group activities. Is quick to make friends and get along.		
		84.	SENSITIVITY. Is sensitive to his peers; expresses feelings of warmth to others; gives of himself to increase the esteem of others. Is "selfless" rather than selfish.		
		85.	SOCIAL INVISIBILITY. Blends in with groups and activities smoothly. Behavior is appropriate for the circumstances.		
PERSONAL SOCIAL AUTHORITY		86.	PUNCTUALITY. Has a reputation for being on time; rarely has unexcused lateness. Accepts responsibility for tardiness.		
		87.	SELF INITIATION. Is ready to work without being told; initiates task promptly.		
		88.	WILLINGNESS. When asked to perform new and/or extra tasks he does so.		
		89.	ABSENCE OF SUPERVISION. Left unsupervised work rate does not decrease. May work best without supervision.		
		90.	ACCEPTANCE. Does what he is told within reasonable limits; accepts assigned task.		

II, cont.

ABILITY	LEARNER FUNCTIONING		BEHAVIOR	TASK DEMAND	NOTES
PERSONAL SOCIAL AUTHORITY		91.	REACTION TO CRITICISM. Reacts positively to criticism from authority. Disagrees in a manner acceptable to authority.		
		92.	SEEKS HELP. When having difficulty with a task he seeks help from authority.		
		93.	CONFORMITY. Is able to accept rules and regulations whether or not he agrees with them.		
		94.	ATTITUDE. Is enthusiastic about assigned tasks; maintains care of work station and materials.		
		95.	SAFETY. Is sensitive to safety for himself and others.		
		96.	ATTENTIVENESS. Listen to instructions and follows direction given by an authority.		

III

WORK SITUATION CHECK LIST

by Edith B. Lawton, M.A., R.P.T.

The Work Situation Check List consists of the most commonly found physical and architectural components of the work situation. Every item should be carefully explored, checked and/or filled in by the patient, vocational counselor, or whoever is involved in vocational placement.

KEY: ✓ (check) means a given item listed on the form is available and functional, so that it can be managed by patient. For example, inside or outside parking; cement, gravel or grass; manual or automatic control of door, etc.

(✓) (check and place red circle around it) means a certain item is available but not functional; cannot be managed by the patient; e.g., the entrance door has manual control, but the patient cannot use it.

N = NONE means a particular item is not available.

X = NOT PERTINENT for the patient who is being tested.

= NUMBER, e.g., of steps leading to door, number of feet propelling the wheelchair or walking etc.

H = HEIGHT, e.g., of steps, curbs, etc.

NOTE: Measurements of width, height, length are expressed in feet (') or inches (in.). Examples of maximum and minimum requirements:
DOOR: Clear opening minimum: 32 in., Height of door handle: max. 36-42 in. Height of door sill: max. 1 1/2 in.
Time: the time needed to perform certain activities. Expressed in minutes (min.)

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[*] Edith B. Lawton, *Pathways to Independence: Accessibility at Home and Work*, 1977, pp. 9-11. Reprinted with permission of the author.

This manual is published by New York University Medical Center, Institute of Rehabilitation Medicine, 400 East 34th Street, New York, N.Y. 10016.

The filled out Work List will show the components that have to be managed in a given situation and which of these components present barriers, because of insufficient width, height and space.

1. Parking: May be inside or outside. It entails also getting from the car to the wheelchair and placing the wheelchair in and out of the car, propelling the wheelchair on different ground. Cement is the easiest, gravel and grass are more difficult.

2. Entrance: There may be 3 steps leading up to the entrance each 4 in. high.

Entrance Door: What is the width of the door? (Clear opening required: minimum: 32 in.) If the patient cannot climb the steps and no ramp is available, and/or if the front door cannot be handled, maybe another door in back or on the side is accessible.

3. Lobby and 6, Hallways: Is the width sufficient (minimum required: 42 in.) for a wheelchair or to walk on crutches? Can the patient get about on the floor covering? Linoleum and vinyl is the easiest, provided a non-slip wax is used. Carpet and tiles are more difficult.

4. Staircase: How many steps lead to each floor and how high is each step? This information is important, in order to ascertain whether the patient can manage these stairs in case there is no elevator.

7, 8, and 9. Workroom, Bathroom, Lunchroom: Can the doors and floor coverings be handled? Can the necessary activities in the bathroom and lunchroom be managed? Can alternative arrangements be made?

If the bathroom door is too narrow for the wheelchair, maybe a commode chair can be used, which is much narrower.

10. What emergency and safety measures are available. Can the patient handle himself in an emergency situation?

To calculate distances the following items have to be considered for any specific situation: #1-#7 on the Work List for distance for parking to Workroom and #8 for Workroom to Bathroom and #9 from Workroom to Lunchroom. Approximate distance expressed in feet (') will suffice.

The SUMMARY on the Work List deals mostly with time needed to cover distances and to function in certain situations.

The TIME needed for wheelchair use and/or when walking is recorded and Independence is checked in the appropriate box in the Summary, see total grade on A.D.L. List.

On the basis of the above one can then assess, a. whether the patient can handle the distances and manage the necessary activities in the time allotted for rest periods and lunch, b. one can also see whether the patient is independent in the wheelchair and/or walking and decide which would be more practical. Although speed is important, the most important factor is safety even though more time may be needed.

III, cont.

WORK SITUATION - CHECK LIST

Name: Mr.
Mrs. ______________________ BIRTH: ________
Ms. DISABILITY: ________
Address: ______________________
Business, (Name & Type) ______________________ POSITION: OLD: ____
Address: ______________________ NEW: ____
Transportation: Own Car __ Taxi __ Bus __ Other ______________
Building: Floors # __ Workroom Which Floor __

1 PARKING: Inside __ Outside__ Ground: Cement__ Gravel__ Grass__ Other: ________
2 ENTRANCE: Outside Steps # ____Height of each____Railing: R__L__ Ramp __
DOOR: Width____Height: Handle____Sill____Heavy__Light__Control: Manual__
Automatic__Inside Steps #____Height of each____Useable Door: Front__Back__
Side__ Explain: ______________
3 LOBBY: Length____Width____Floor Covering: ______________
4 STAIRCASE: # of Steps on each Floor____Height each Step____Railing: R__L__
5 ELEVATOR: Operator__Self-Service__Maximum Height of Buttons ____
6 HALL WAYS: Width____ Floor Covering: ______________
7 WORKROOM: Door: Width____Height: Handle____ Sill ____ Floor Covering: ________
Explain: ______________
8 BATHROOM: Which Floor____Distance from Workroom____ Floor Covering: ________
Door: Width____Height: Handle____Sill____ Accessible: Toilet__Sink__
Explain: ______________
9 LUNCHROOM: Which Floor____ Distance from Workroom____ Floor Covering: ________
Explain: ______________
10 SAFETY & EMERGENCY MEASURES: Adequate: yes__ no__ Explain: ______________

SUMMARY

Client Covers Distance	Client Functions
PARKING TO WORKROOM: INDEPENDENT Yes__No__ Time: In Wheelchair____ Walking ____ List Barriers:	IN WORKROOM: INDEPENDENT Yes__No__ Time: In Wheelchair____ Walking____ List Barriers:
WORKROOM TO BATHROOM: INDEPENDENT Yes__No__ Time: In Wheelchair____ Walking ____ List Barriers:	IN BATHROOM: INDEPENDENT Yes__ No__ Time: In Wheelchair____ Walking____ List Barriers:
WORKROOM TO LUNCHROOM: INDEPENDENT Yes__No__ Time: In Wheelchair____ Walking____ List Barriers:	IN LUNCHROOM: INDEPENDENT Yes__ No__ Time: In Wheelchair____ Walking ____ List Barriers:

SAFETY AND EMERGENCY: Can the client handle himself adequately: yes__ no__ Explain: ______________

Use other side (referring to specific item by number) for: 1. Explanations and 2. Describe briefly possible solutions for removal of architectural barriers.

KEY: ✓ YES & FUNCTIONAL (check). State numbers & measurements (feet) inches (in.)
(✓) YES & NOT FUNCTIONAL (check & circle red) N-NONE X-NOT PERTINENT

E. B. Lawton, Rehabilitation Courses, New York University Institute of Rehabilitation

"MINI-GUIDE TO OVR"

Part 1*

One community agency which may be of particular importance in planning and delivering career-related services for the disabled student is the state Vocational Rehabilitation (VR) agency. Vocational Rehabilitation is a state-federal program of services for handicapped persons, mandated by federal legislation and carried out by state VR agencies. Persons are eligible if their physical or mental disability presents an obstacle to employment while at the same time there is potential for employment as a result of rehabilitation services.

Before expending VR funds for certain services, the state VR agency may consider the financial need of the handicapped person and the availability of other benefits (such as payments for medical services). However, this cannot be a factor of eligibility for services--i.e., a person cannot be excluded from evaluation of rehabilitation potential, counseling, and other services because of financial status. S/he can be expected to pay (either directly or through a third party) for some or all of services rendered.

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* The information in Part I has been excerpted, with minor changes, from Technical Education Research Centers, Guidance, Counseling, and Support Services for High School Students with Physical Disabilities, pp. 87-88 and 450-451. This material had previously been extracted from the Rehabilitation Services Administration document, Ready Reference Guide: Resources for Disabled People (draft), 1977.

Services

The following services, all related to vocational objectives, may be available from VR:

- Full evaluation, including medical diagnosis, to learn the nature and degree of disability and to help evaluate the individual's work capacity.
- Vocational and other postsecondary training, including training materials.
- Counseling, guidance and referral services in achieving good vocational adjustment.
- Medical, surgical, psychiatric, and hospital care and related therapy to reduce or remove the disability.
- Artificial limbs and prosthetic, orthotic, and other services needed to increase physical capacity.
- Occupational licenses, tools, and equipment.
- Telecommunications, sensory and other technological aids and devices.
- Service in comprehensive or specialized rehabilitation facilities, including sheltered workshops and adjustment centers.
- Interpreter services for the deaf and reader services for the blind.
- Transportation related to any rehabilitation services.
- Placement in a job suited to the individual's highest physical and mental capacities.
- Post-placement follow-up to see that placement is satisfactory to both employee and employer.

Eligibility for College Students

Eligibility for vocational rehabilitation services in each case is based upon: (a) the presence of a physical or mental disability; (b) the existence of a substantial handicap to employment; and, (c) a reasonable expectation that vocational rehabilitation services may render the individual fit to engage in a gainful occupation. College students may be eligible for services, but the VR agency determines eligibility always and solely on an individual basis. All persons classified as handicapped by the college would not necessarily be defined as such for VR eligibility purposes. Among those found to be technically eligible, the VR agency will likely have to make priority selections. The first priority, by law, is the more severely disabled individual. Also, the state VR agency may have a practice of applying a "needs test" to determine to what extent the client can participate financially in the costs of certain services. In the VR program, it is required that "similar benefits" be explored before expending VR funds.

Part II*

VR Agency Restrictions

Vocational Rehabilitation regulations stipulate that funded programs for individual students must be vocationally oriented. This means, in most cases, that liberal arts programs will be excluded. Often these agencies will not acknowledge community college curricula that lead to four-year degrees and eventually to law or medical schools.

Critics of these regulations believe that a liberal arts education ultimately does provide a vocational objective. In their opinion, VR restrictions are often based on misconceptions about what the disabled person can and cannot do as well as misinformation about occupations themselves. Presently, if an occupation is viewed as "vocational," it is thought to require a technological training program and manual labor.

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*The information in Part II has been adapted from the IRDOE report, Implementation of Strategies for the Education of the Handicapped at Community Colleges (by Schnepps and Jaffe), No. CASE-19-75, 1975.

This view indicates that people working both in the funding agencies and in the field need to broaden the range of possibilities for which disabled students can receive occupational training.

Practitioners also see a need for college curriculum planners to design liberal arts programs which demonstrate an occupational orientation and which state educational outcomes in highly transferable marketable skills.

College--VR Office Working Relations

Practitioners have made several specific suggestions for groups and individuals who work with funding agencies: 1) cultivate positive relationships with officials in the agencies to promote continued channels of communication; 2) make the agencies aware of your support (they will generally appreciate this, since it will probably make their own work easier); 3) use the same counseling or communication skills in dealing with the bureaucracy in the agencies that you use with officials in your own college bureaucracy; 4) invite the staff in the local VR office for a tour of your campus; and, 5) be familiar with the Vocational Rehabilitation Act of 1973. This Act explains the basic missions of OVR, describes sources of extra funds for special activities related to rehabilitation (experimental, demonstration, and developmental), and provides information on the percentage system used to allocate funds nationwide. A copy of the Act can be obtained from the Superintendent of Documents, U. S. Government Printing Office, Public Document Department, Washington, D. C. 20402.

Pages 57 through 63 were deleted due to irreproducibility.

These pages contained an article entitled "College/Rehab Collaboration for 504 Compliance" by Martha Lentz Walker and Jacqueline Pomeranz, which originally appeared in the Journal of College Student Personnel, 1979, 20, p. 115-121.

VI

THE COOPERATIVE WORK PROGRAM FOR DISABLED STUDENTS*

(La Guardia Community College, Long Island City)

Eleven disabled students participated in the cooperative work program during the project year 1975-76. These students required selective placement, either because of factors attributed to the nature of their physical disabilities or to specific vocational needs. The students were majoring in the following areas: Accounting (2); Business Administration (4); Human Services (1); Liberal Arts (4). Several coordinators in the Cooperative Education Division spent a great deal of time helping these students select appropriate assignments commensurate with their levels of skills. Serious consideration had to be given to the problems of architectural accessibility, because three of the eleven students were wheelchair bound and two used crutches. These five students required special transportation services to and from their jobs.

Coordinators eventually placed the eleven students in twelve internships, nine of which were located off-campus. Types and numbers of positions included: office clericals (3); account clerks (3); registrar's aide (1); proofreader (1); computer aide (1); rehabilitation workshop aide (1); program aide (1); and draftsman's assistant (1). The chart on page 66 indicates the companies and organizations in which Cooperative Education students were placed.

In planning for internships, students met regularly with their coop coordinator during the quarter preceding the internship term to finalize goals and job selection. At that point, the coordinator also consulted the student's counselor in order to request information regarding disability, academic progress, and vocational assessment. Coordinators decided not to hold large group meetings to discuss the placement of disabled students because in the past they tended to generalize about the population of disabled students in such settings rather than deal with specific cases. Instead, they developed a small, individualized team approach consisting of a student, a counselor, the internship coordinator, and when appropriate, a faculty instructor. Frequently, coop coordinators also involved other colleagues in the Division in an effort to explore all possible avenues for placement of certain students.

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*Adapted with permission from Robert Durfey, A Program to Increase Educational and Career Resources for Disabled Students in Occupational Programs, Progress Report of a Vocational Education Project under the Vocational Education Amendments of 1968 (Long Island City, N.Y.: La Guardia Community College), 1976.

Several factors appear to account for the program's success with disabled students. First, participating coordinators had gained knowledge from one or more previous experiences in scouting alone or with a colleague, suitable jobs for disabled students. Secondly, coordinators had benefited from their participation with employers in several problem-solving workshops that focused on strategies for improving placement of the disabled. [These workshops were part of CIPHER (College and Industry: Partners in the Handicapped Employment Role), a three-year project, 1975-78, sponsored by the CUNY Institute for Research and Development in Occupational Education.]* A third important factor was the Coop Division's commitment to the realization of the vocational potential of disabled students.

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*A description of the planning and development of these CIPHER workshops can be found on Page 129 in the Resources section at the end of Chapter Two, Job Placement of Disabled Students.
The reader can obtain a complete report on this project from ERIC (ED No. 153671).

VI, cont.

This commitment persisted even through the budgetary restraints that greatly increased staff workloads.

Future coop program plans include cataloguing internship sites according to architectural accessibility features. This procedure would save coordinators much time in locating appropriate locations for severely disabled students who have to forfeit certain jobs because of architectural barriers--e.g., job sites which are not accessible to wheelchair bound students.

(For more information, the reader should contact: Professor Robert Durfey, La Guardia Community College, 30-10 Thomson Avenue, Long Island City, N. Y. 11101.)

Cooperative Education Employers of Disabled Student

1975-76

Employer	Job Title
Arthur Anderson and Company	Proofreader
Continental Can Company	Account Receivable Clerk
Hearst Publications	Account Assistant
LaGuardia Community College	
Career Resource Center	Career Specialist
Grants Office	Office Assistant*
Registrar's Office	Registrar's Aide
Long Island Lighting Company	Office Clerk
Magnolia Tree Earth Center	Program Aide
New York University Medical Center	
Accounts Payable Department	General Account Clerk
Bio-mechanics Department	Draftsman's Assistant
Computer Center	Computer Aide
United Cerebral Palsy of Queens	Rehabilitation Workshop Assistant

*Two students placed.

VII

QUICK GUIDE TO ERIC:

EDUCATION RESOURCES INFORMATION CENTER

What is ERIC?[1]

The ERIC network was established by the National Institute of Education (NIE), of the U.S. Department of Health, Education and Welfare. NIE currently supports seventeen clearinghouses, each one responsible for collecting, selecting, abstracting, and indexing both published and unpublished materials of theoretical, research, and applied interest in its designated content area. In addition to feeding these selected materials into the national ERIC network for dissemination via one of the methods listed below, each clearinghouse also provides direct user services, such as newletters, magazines, syntheses of the literature on selected topics, and others. Each clearinghouse also will do computerized searches on special topics for users on request.

Each clearinghouse welcomes receipt of two copies of any speeches, papers, or other document that might be appropriate for inclusion in the system. For that purpose, or for special requests not covered by the national ERIC publication and dissemination system, one should address the specific ERIC clearinghouse.

ERIC Clearinghouse on Adult, Career, and Vocational Education
Ohio State University
National Center for Research in Vocational Education
1960 Kenny Road
Columbus, Ohio 43210 (614) 486-3655

ERIC Clearinghouse on Counseling and Personnel Services
University of Michigan
School of Education Building, Room 2108
East University and South University Streets
Ann Arbor, Michigan 48104 (313) 764-9492

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[1] Leo Goldman, ed., Research Methods for Counselors: Practical Approaches in Field Settings (New York: John Wiley and Sons, Inc., 1978), 417-419. Reprinted with permission.

VII, cont.

ERIC Clearinghouse on Elementary & Early Childhood Education
University of Illinois
College of Education
805 West Pennsylvania Avenue
Urbana, Illinois 61801 (217) 333-1386

ERIC Clearinghouse on Educational Management
University of Oregon
Eugene, Oregon 97403 (503) 686-5043

ERIC Clearinghouse on Handicapped and Gifted Children
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091 (703) 620-3660

ERIC Clearinghouse on Higher Education
The George Washington University
One Dupont Circle, NW, Suite 630
Washington, D.C. 20036 (202) 296-2597

ERIC Clearinghouse on Information Resources
Syracuse University
School of Education
Area Instructional Technology, 130 Huntington Hall
Syracuse, New York 13210 (315) 423-3640

ERIC Clearinghouse for Junior Colleges
University of California
Powell Library, Room 96
405 Hilgard Avenue
Los Angeles, California 90024 (213) 825-3931

ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209 (703) 528-4312

ERIC Clearinghouse for Reading and Communication Skills
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801 (217) 328-3870

ERIC Clearinghouse for Reading and Communication Skills
Speech Communication Association (Speech-Theatre Module)
5202 Leesburg Pike
Falls Church, Virginia 22041 (703) 379-1888

ERIC Clearinghouse on Rural Education and Small Schools
New Mexico State University
Box 3AP
Las Cruces, New Mexico 88003 (505) 646-2623

VII, cont.

ERIC Clearinghouse on Science, Mathematics, and Environmental Education
The Ohio State University
1200 Chambers Road, Third Floor
Columbus, Ohio 43212 (614) 422-6717

ERIC Clearinghouse for Social Studies/Social Science Education
Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302 (303) 492-8434

ERIC Clearinghouse on Teacher Education
American Association of Colleges for Teacher Education
One Dupont Circle, NW, Suite 616
Washington, D.C. 20036 (202) 293-7280

ERIC Clearinghouse on Tests, Measurement, and Evaluation
Educational Testing Service, Rosedale Road
Princeton, New Jersey 08540 (609) 921-9000

ERIC Clearinghouse on Urban Education
Columbia University
Teachers College, Box 40
525 West 120th Street
New York, New York 10027 (212) 678-3437

The ERIC national dissemination system includes the following:

(Libraries often can be of help in locating these materials and services.)

Current Index to Journals in Education, 1969

CIJE is a monthly publication that indexes and annotates articles appearing in journals in or related to education and all its components. There are also semi annual and annual indexes. Available in many libraries or from Macmillan Information Division, Order Department, Front and Brown Streets, Riverside, N.J. 08075.

Resources in Education, 1966/67

RIE is a parallel publication that covers all forms of material other than journals, including technical and research reports, conference papers, speeches, program descriptions, and similar material. Most of these materials are unpublished and therefore almost impossible to locate without the use of the ERIC system. This, too, is indexed on a semiannual and annual basis. [Editor's Note: RIE also is published monthly.] Available in many libraries or from the Government Printing Office, Washington, D.C. 20402.

ERIC Document Collections

The complete text of all the documents abstracted in Resources in Education and not restricted by copyright is available on microfiche or hard copy reproductions from the ERIC Document Reproduction Service, Post Office Box 190, Arlington, Va. 22210. Many libraries throughout the country maintain a complete and continuing collection of the Document Collection on microfiche.

How to Use ERIC With the Help of a Computer;[2]

1. Prepare a clear and concise statement of the problem or of the information need.

2. Determine the nature of the information need and the type of record or publication you should consult, e.g., an ERIC document or a journal citation.

YOU WILL NEED:

Thesaurus of ERIC Descriptors, a collection of more than 8,000 terms (descriptors) which serve as the indexing vocabulary used to describe the various reports, projects, and journal articles entered into the ERIC system. Descriptors are derived from documents and journal articles in the ERIC program.

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[2] "Getting to Know ERIC," How to: Evaluate Education Programs--A Monthly Guide to Methods and Ideas that Work, III (July, 1979, p. 4-7. This newsletter is published by Capitol Publications, Inc., Suite G-12, 2430 Pennsylvania Ave., N.W., Washington, D.C. 20037. Tel: (202) 452-1600.

VII, cont.

3. Using the Thesaurus of ERIC Descriptors to identify the terms (subject headings) describing the problem,

a) look up topics in the Descriptor List to determine whether they are used as ERIC descriptors. If not, a cross-reference may direct you to a synonym, e.g., Occupation Training USE VOCATIONAL EDUCATION;

b) scan the array of related descriptors listed below each main term (in boldface type) to be sure that you have selected the most specific terms to describe your needs; or,

c) use the "Rotated Descriptor Display" to discover the use of key topics, such as VISUALLY HANDICAPPED, and proceed to the Descriptor List to note any closely related terms.

On the following page you will see a sample of an ERIC printout.

Finding Key Words To Describe the Problem

Perhaps the most important skill you need to use a computerized data system such as ERIC is the ability to identify key words or descriptors that summarize an evaluation problem.

You should describe the problem as specifically as possible, and define any terms that have special meanings. If there are points not to be included, you should state those, too.

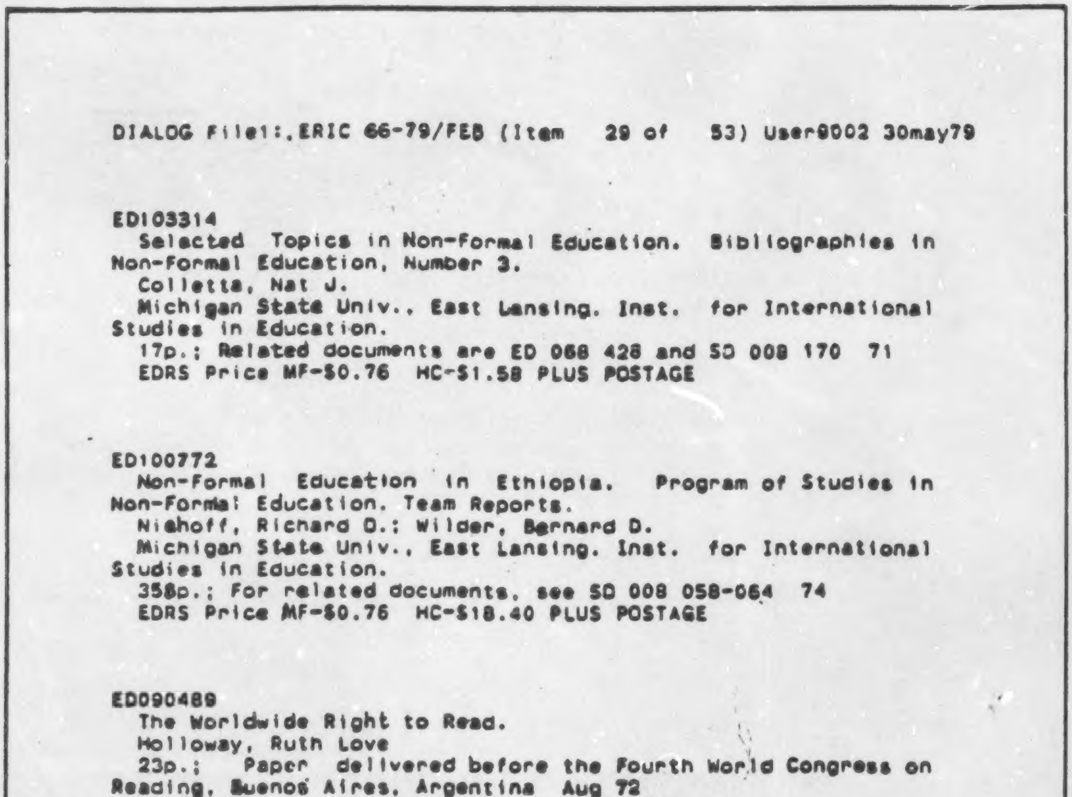
Suppose you were interested in finding educational programs and products for training professionals in health and other fields to care for the elderly. You might describe your problem to ERIC this way:

> Postsecondary educational programs and products on caring for the elderly (print and nonprint media) designed to train professionals like teachers, psychiatrists, internists, family practitioners, neurologists, physical therapists, occupational therapists, nutritionists, pharmacists, social scientists, nurses, psychologists, podiatrists, social workers, dentists, and osteopaths.

Certain ERIC Clearinghouse addresses and telephone numbers may be changed from time to time. Check other Clearinghouses for these changes.

VII, cont.

An ERIC printout looks like this:



```
DIALOG File1:.ERIC 66-79/FEB (Item   29 of   53) User9002 30may79


ED103314
  Selected  Topics in Non-Formal Education.  Bibliographies in
Non-Formal Education, Number 3.
  Colletta, Nat J.
  Michigan State Univ., East Lansing. Inst.  for International
Studies in Education.
  17p.; Related documents are ED 068 428 and SO 008 170  71
  EDRS Price MF-$0.76  HC-$1.58 PLUS POSTAGE


ED100772
  Non-Formal  Education  in  Ethiopia.   Program of Studies in
Non-Formal Education. Team Reports.
  Niehoff, Richard O.; Wilder, Bernard D.
  Michigan State Univ., East Lansing. Inst.  for International
Studies in Education.
  358p.; For related documents, see SO 008 058-064  74
  EDRS Price MF-$0.76  HC-$18.40 PLUS POSTAGE


ED090489
  The Worldwide Right to Read.
  Holloway, Ruth Love
  23p.;    Paper  delivered before the Fourth World Congress on
Reading, Buenos Aires, Argentina  Aug 72
  EDRS Price MF-$0.76  HC-$1.58 PLUS POSTAGE


ED085690#
  Research in the Fields of Reading and Communications.
  Lohrer, Alice, Ed.
  Illinois Univ., Urbana. Graduate School of Library Science.
  Library Trends, v22 n2 Entire Issue October 1973
  251p.  Oct 73
  Univ. of Illinois Press, Urbana, Ill. 61801 ($2.50)
  Document Not Available from EDRS.


ED083332
  Oral   vs.   Written Presentations of Industrial Acculturation
Materials to Unemployed Black Males.  Illinois Studies of  the
Economically    Disadvantaged,    Technical   Report   Number  19,
August, 1973.
  Rissman, A. Kent; Jaccard, James J.
  Illinois Univ., Urbana. Dept. of Psychology.
  35p.  Aug 73
  EDRS Price MF-$0.76  HC-$1.95 PLUS POSTAGE
```

VIII

MOTIVATION ADVANCE PROCESS (MAP)

The Motivation Advance Process (MAP) is a small group activity designed to help people discover capacities, strengths, and abilities which they may not be aware of or be using fully. It focuses on the forces within individuals which help them strive for growth and self-actualization. MAP requires skilled leadership in order to guide the participants towards a new and positive view of their lives. Participants are encouraged by the leader and other group members to focus on the satisfying, successful, and constructive aspects of self. The basic assumption is that personal growth can occur without exploring the negative past.

The program was developed by behavioral scientists, psychologists, and educators at the Stone Foundation in Chicago in the 1960s. These professionals were concerned with the influence of negative feedback and criticism on self-concept development and the consequent effect on achievement in contemporary American society. The underlying hypothesis was that most people used only a fraction of their potential in their daily lives. It was felt that untapped inner resources could be liberated through enhancing their positive feelings about themselves.

Directed toward non-patient populations, MAP was first implemented with college students. But in recent years, it has been used with a wide variety of groups, including management personnel, housewives, the elderly, school administrators and student teachers. Research findings have shown it has been an effective method for improving self-concept (Feigelson, 1974; Sheldon, 1974). The following excerpt from the

VIII, cont.

Introduction to The Motivation Advance Process: Leaders Guide by Chitayat and Berens* supports this finding:

> During FY "75 and FY '76 the New York State Education Department, under a Vocational Education Act grant, funded a pre-admission counseling program for mature women. The New Occupational Student: Mature Adult Woman program (NOSMAW, also known as Women in a Changing World) was very successful in encouraging mature women to explore their educational options. Over 70% of those who completed the program applied for admission to the Community College. In evaluating this project, Chitayat and Hymer (1976) reported that the most effective component of the NOSMAW program was the Motivation Advance Process (MAP).

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* Chitayat, D. and Berens, G. The motivation advance process: Leader's guide. New York: City University of New York, Graduate School and University Center, CASE/IRDOE, CASE Report #14-75, 1975. (ERIC ED No. 156981, 55 pages)

A videotape has been developed to accompany the manual. Both comprise an auto-tutorial program which trains counselors to lead groups through a structured effective educational process.

For information about the videotape, contact Dr. Deanna Chitayat, Institute for Research and Development in Occupational Education, Graduate School and University Center, City University of New York, 33 West 42nd Street 10036. Telephone (212) 221-3598

IX

LIFELINE

Lifeline is an activity designed to help individuals to focus on the events which have been important in their lives and to project future goals. It is a group activity that requires blank sheets of paper, pens, and pencils. Participants are asked to draw a horizontal line on a sheet of paper, then to mark off the line at yearly intervals, starting with five years of age and ending at five years beyond their present ages.

Next, participants draw dots over each age to mark important events in their lives that had positive or negative impact. The higher they place a dot, the more positive the event. Finally, students draw a "lifeline" connecting the dots to represent the high and low points, relative to each other, in the students' lives.

After the drawing exercise, students discuss with their peers the significant events that appear in each other's charts. Also, they may suggest "causes" for high and low years. Students may also want to compare charts and review plans they have made for the future in light of the "causes" for past high and low years.

There are many variations to Lifeline. Group leaders can adapt the exercise to meet the needs of a particular group.

Pages 76 through 97 were deleted due to irreproducibility.

These pages contained the following articles:

"University Career Development Programming" by Donald J. Cochran and Betty Green Rademacher. (Journal of College Student Personnel, vol. 19 (May 1978), pp. 275-281.)

"Meeting Career Needs in Two-Year Institutions" by Michael Wollman, Diane A. Johnson, and James E. Bottoms (The Personnel and Guidance Journal, vol. 53 (May 1975), pp. 676-679.)

"Emerging Career Guidance Comptencies" by Anita M. Mitchell. (The Personnel and Guidance Journal, Vol. 53 (May 1975), pp. 700-703.)

"Practically Speaking: College Students Explore Careers" by Robert E. Comas and Robert W. Day (The Vocational Guidance Quarterly, vol. 17 (September 1976), pp. 76-83.)

"A Career-Planning Project for College Students" by Michael Thomas Quinn. (The Vocational Guidance Quarterly, vol. 17 (September 1976) pp. 80-83.)

XV

STANDARDIZED TESTS

These lists of standardized tests have been found to be appropriate for measuring the academic aptitudes, and achievements, and vocational interests of disabled students. College student personnel staff generally will not need to administer these tests since results from previous tests are readily available - usually from high schools and state vocational rehabilitation offices. Nevertheless, in making an assessment of a student's vocational potential, the college counselor needs to be familiar with such measurements and know how to interpret them. Permission by the student is usually necessary to release information from VR agency files.

PART 1:

TESTS USED WITH HEARING IMPAIRED STUDENTS*

INTELLIGENCE TESTS AND DEVELOPMENTAL SCALES:

The Chicago Non-Verbal Test Ages 6-Adult Psychological Corporation 757 Third Avenue New York, N.Y. 10017	Suitable for children or adults who are deaf or have reading or language difficulty. Verbal directions can be used for age 6 to adult; pantomimed directions from 8 to adult. Norms specifically designed for language handicapped. Useful as a screening test. 25 minutes.
Hiskey-Nebraska Test of Learning Aptitude, Revised Marshall S. Hiskey 5640 Baldwin Lincoln, NE 68507	Deaf and hearing norms up to age 17. Correlates well with Stanford-Binet (Form L-M), WISC, Stanford Achievement, Metropolitan Achievement, and Gates Reading Test. 50 minutes. Instructions in both oral and pantomime forms. Appropriate subtests (ages 11-17) are Visual Attention Span, Block Patterns, Completion of Drawings, Memory for Digits, Puzzle Blocks, Picture Analogies, Spatial Reasoning.
Leiter International Performance Scale Tray 3 Ages 14-18 Stoelting Company 1350 S. Kostner Avenue Chicago, IL 60623	Yields lower IQ scores than some others because mean is 95 and S.D. is 20. Directions can be pantomimed. Consists of 68 nonlanguage tasks.

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* Technical Research Centers, Inc., GUIDANCE, COUNSELING AND SUPPORT SERVICES FOR HIGH SCHOOL STUDENTS WITH DISABILITIES. Cambridge, Mass., 1977, page 339-344. Reprinted with permission.

XV, cont.

Progressive Matrices (Raven Advanced Progressive Matrices) Set 2 Ages 11 and over Psychological Corporation 757 Third Avenue New York, N.Y. 10017	Useful second test to substantiate a more comprehensive intelligence score such as the WISC or WAIS. Of possible use to assess concept formation and possible perceptual disturbances. Correlates well with Chicago Non-Verbal Test and Wechsler Scales. 40 minutes.
Wechsler Adult Intelligence Scale (WAIS) Revision of Form I of Wechsler-Bellevue Intelligence Scale Ages 16 and over	Performance Scale is considered one of the most accurate instruments for assessing intelligence of deaf students. Performance Scale includes Picture Completion, Picture Arrangement, Block Design, Object Assembly, Coding or Mazes.
Wechsler Intelligence Scale for Children (WISC) Form R Ages 5-15 Psychological Corporation 757 Third Avenue New York, N.Y. 10017	If the Verbal Scale is also to be used, those tests most appropriate are Information, Comprehension, Arithmetic/Reasoning, Similarities. A verbal IQ score of 85-95 represents a good average.

ACHIEVEMENT TESTS

Metropolitan Achievement Tests Advanced (Grades 7-9.5) High School (Grades 9-13) Harcourt,Brace,Jovanovich, Inc. 757 Third Avenue New York, N.Y. 10017	Norms for both hearing and deaf. Subtests are Word Knowledge, Word Analysis, Reading, Spelling, Mathematics Concepts, Mathematical Computation, Mathematical Problem Solving, Science, and Social Studies.
Stanford Achievement Tests Harcourt,Brace,Jovanovich, Inc., Pub. 757 Third Avenue New York, N.Y. 10017 Special Edition for Hearing Impaired Students Office of Demographic Studies/Gallaudet College Bookstore 7th and Florida Avenue, N.E. Washington, DC 20002	Measures academic achievement and level at which student is working. Special Edition has age-based national norms for hearing impaired students. Subtests are Vocabulary, Reading Comprehension, Mathematics Concepts, mathematics Computation, Mathematics Applications, Spelling, Language, Social Science, Science. Entire test requires approximately 4 hours, 20 minutes total.

XV, cont.

Wide Range Achievement Tests (WRAT) Revised Edition, Level 2, Ages 12 and over Psychological Corporation 757 Third Avenue New York, N.Y. 10017	Verbal form available for those for whom regular test is too difficult. Tests spelling, arithmetic, and reading. 20-30 minutes.

GENERAL APTITUDE TESTS

Flanagan Aptitude Classification Tests (FACTS) Grades 9-12 and Adults Science Research Associates 259 East Erie Street Chicago, IL 60611	Considered a successful predictor of vocational success if administered individually. Measures Verbal Reasoning, Numerical Ability, Abstract Reasoning, Space Relations, Mechanical Reasoning, Language Usage, and Clerical Aptitude.
General Aptitude Test Battery Grades 9-12, Adults Revision for Hearing Impaired U.S. Employment Service and Rehabilitation Services Administration Manpower Administration 14th Street and Constitution Avenue, N.W. Washington, DC 20210	Used for vocational counseling. Generally administered by State Divisions of Employment Security but may be given in schools by an approved examiner. Research indicates that deaf students given modified GATB scored near or above the general population's mean on all GATB aptitudes except General, Verbal, and Numerical. Cautious interpretation necessary for the 62 OAPs (Occupational Aptitude Patterns -- combinations of thrae GATB apptitudes) covering over 1200 occupations. Passing a specific set of OAP norms with the nonreading General Ability does not necessarily indicate that an individual has the literacy needed for a particular job. Reading achievement tests should also be given.
Minnesota Clerical Test Grade 7-Adult Psychological Corporation 757 Third Avenue New York, N.Y. 10017	Evaluates speed and accuracy in perceiving details. Number comparison and name comparison. 15 minutes.
Nonreading Aptitude Test Battery Grades 9-12, Adults U.S. Employment Service Manpower Administration 14th Street and Constitution Avenue, N.W. Washington, DC 20210	Nonreading adaptation of GATB. Normed on nondisabled.

XV, cont.

Scholastic Aptitude Test College Entrance Examination Board College Board Admissions Testing Program for Handicapped Students Box 592 Princeton, NJ 08540	Highly verbal and may not be an accurate reflection of the student's potential; best used with superior students. Required by most colleges as an admissions screen. Can be administered with flexible time limits if special registration card is used. Verbal and Numerical Aptitude. Total 6 hours.
SRA Clerical Aptitude Test High School and Adult Levels Science Research Associates 259 East Erie Street Chicago, IL 60611	Measures Office Vocabulary, Arithmetic, Office Checking.

MECHANICAL APTITUDE TESTS

Differential Aptitude Tests, Mechanical Reasoning, Form A Grades 8-12 Psychological Corporation 757 Third Avenue New York, N.Y. 10017	Assesses understanding of mechanical and physical principles in familiar situations.
Minnesota Mechanical Assembly Test Grade 11+ C.H. Stoelting Company 1350 S. Kostner Avenue Chicago, IL 60623	Measures ability to perform tasks requiring mechanical reasoning and information.

MANUAL DEXTERITY TESTS

Crawford Small Parts Dexterity Test Psychological Corporation 757 Third Avenue New York, N.Y. 10017	Tests fine eye-hand coordination.

XV, cont.

Differential Aptitude Test, Space Relations Grade 8-Adults Psychological Corporation 757 Third Avenue New York, N.Y. 10017	Assesses mental manipulation of three-dimensional structures. 30 minutes.
Minnesota Rate of Manipulation (1969 Edition) American Guidance Service, Inc. Publisher's Building Circle Pines, MN 55014	Normed on employed and unemployed young and older adults. Tests finger and hand manipulation. Subtests are Placing, Turning, Displacing, One-Hand Turning and Placing, Two-Hand Turning and Placing. 10 minutes or less per test.
Purdue Pegboard Grades 9-16, Adults Science Research Associates 259 East Erie Street Chicago, IL 60611	Tests finger and hand manipulation.
Revised Minnesota Paper Form Board Test Grade 7-Adult Psychological Corporation 757 Third Avenue New York, N.Y. 10017	Related to both art and mechanical abilities. Tests spatial relations and mental manipulation of geometric forms. 20 minutes.

INTEREST INVENTORIES

Kuder Occupational Interest Survey, Form D Science Research Associates 259 East Erie Street Chicago, IL 60611	Considered too highly verbal for many deaf students. Subject should have at least 6th grade reading ability.
Strong Campbell Interest Inventory (Revision of Strong Vocational Interest Blank) Psychological Corporation 757 Third Avenue New York, N.Y. 10017	Considered too highly verbal for many deaf students. At least 6th grade reading ability is necessary. Concerns six occupational classifications: Realistic, Investigative, Artistic, Social, Enterprising, Conventional.

XV, cont.

DIAGNOSTIC AND PERSONALITY TESTS

Bender Gestalt Test Grune and Stratton, Inc. 111 Fifth Avenue New York, N.Y. 10003	A geometric design copying test. The quality of the subject's reproduction leads to diagnostic interpretation of clinical conditions and pathologies. Evaluates perceptual-motor functioning, neurological impairment, expressive styles, and maladjustment. Interpretation requires extensive training and experience.
Goodenough-Harris Drawing Test Ages 3-15 Harcourt,Brace,Jovanovich, Inc. 757 Third Avenue New York, N.Y. 10017	Useful supplement to test battery to furnish information regarding emotional adjustment. Involves the simple task of drawing a man. Directions can be pantomimed.
House-Tree-Person (H-T-P) Western Psychological Services 12035 Wilshire Boulevard Los Angeles, CA 90025	Requires little verbal communication. Scoring provision is made for verbal and nonverbal response and for qualitative and quantitative interpretation. Person, house, and tree are drawn.
Machover Draw-A-Person Test Ages 9-Adult Charles C. Thomas, Pub. 301-327 East Lawrence Ave. Springfield, IL 62717	Relatively nonverbal. A practical screening device for detecting severe emotional problems in deaf children. Interpretation is very subjective.
Minnesota Multiphasic Personality Inventory (MMPI) Psychological Corporation 757 Third Avenue New York, N.Y. 10017	Assumes examinee's ability to read at third or fourth grade level. Certain items inappropriate to life experiences of deaf person. Norms for adult deaf. A diagnostic instrument based on clinical criteria. Best used with older adolescents and adults. Untimed.
Rorschach Grune & Stratton, Inc. 111 Fifth Avenue New York, N.Y. 10u03	Ambiguous stimuli may make task difficult for some deaf subjects. Should be used only if subject and examiner are highly fluent in manual communication or if subject is highly proficient verbally. Best used with adults. Monroe Inspection Technique often used for scoring -- i.e., asking only for location data to reduce amount of language needed.

XV, cont.

Rotter Incomplete Sentences Blank Psychological Corporation 757 Third Avenue New York, N.Y. 10017	At least 5th grade reading level required. Some complex vocabulary. Norms for groups of adult deaf. Scores classified in three categories: conflict or unhealthy responses, neutral responses, positive or healthy responses.
Sixteen Personality Factor Questionnaire Ages 16 and over Institute for Personality and Ability Testing 1602 Coronado Drive Champaign, IL 61822	Designed for use with people of limited educational and cultural background. Appropriate for deaf persons with good verbal ability. Assesses 16 relatively independent dimensions of personality.
Thematic Apperception Test (TAT) Psychological Corporation 757 Third Avenue New York, N.Y. 10017	Should be used only if subject has excellent English language skills or if both subject and examiner are fluent in manual communication.
Vineland Social Maturity Scale, Revised Infant-Adult Psychological Corporation 757 Third Avenue New York, N.Y. 10017	Parent or someone close to the subject indicates maturity and social adjustment in three categories: self-help (basic toilet needs, feeding and dressing oneself); self-direction (supervising oneself and managing alone); self-support (being able to provide for oneself and one's family and contributing positively to the community). Though test looks simple, examiner must be experienced.

XV, cont.

ADDITIONAL SOURCES OF INFORMATION ON TESTS FOR STUDENTS WITH IMPAIRED HEARING*

Please consult the following literature for additional information on appropriate test selection, administration and interpretation for hearing impaired students:

Reference	*Ordering Information*
Levine, Edna S. "Mental assessment of the deaf child." Volta Review, 1971, Vol. 73, No. 2, pp. 80-97, 100-105.	Alexander Graham Bell Association for the Deaf, Inc. 3417 Volta Place, NW Washington, D.C. 20007 (202) 337-5220
Levine, Edna S. The psychology of deafness: Techniques of appraisal in rehabilitation, 1960.	Columbia University Press 562 West 113th Street New York, N.Y. 10025 Price: $13.00
Vernon, McCay. "Deaf and the hard of hearing." Milton V. Wisland (Ed.), Psychoeducational diagnosis of exceptional children, pp 190-212, 1974.	Charles C. Thomas, Publisher 301-327 East Lawrence Avenue Springfield, Ill. Price: $13.95

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* Compiled by Technical Research Centers, Inc., GUIDANCE, COUNSELING AND SUPPORT SERVICES FOR HIGH SCHOOL STUDENTS WITH DISABILITIES, Cambridge, Mass., 1977, page 329.

PART II: TESTS USED WITH BLIND AND PARTIALLY SIGHTED STUDENTS*

INTELLIGENCE AND DEVELOPMENT

Haptic Intelligence Scale for the Adult Blind Ages 16 and over Psychology Research Box 14 Technology Center Chicago, IL 60616	Normed on persons without useful vision, 16 and over. Depends entirely on tactile skills. The six subtests are similar to WAIS performance subtests. Bead Arithmetic subtest is invalid if subject can use abacus. WAIS verbal score equally good predictor of academic success for blind persons; for partially sighted, WAIS considered better.
Non-Language Learning Test Children-Adult Nevil Interagency Referral Service 919 Walnut Street, 4th Floor Philadelphia, PA 19017	Bauman's adaptation of the Dearborn Formboard. Considered good clinical instrument for evaluating performance learning potential (measure of problem-solving and degree of learning improvement from trail-to-trail). Norms start at age 16, but test is useful on an informal basis at much lower age levels. Board has four kinds of holes; blocks of different shapes are arranged so the subject has to make certain moves to get the blocks into the board.
Stanford-Kohs Block Design Intelligence Test for the Blind Western Psychological Services 12035 Wilshire Boulevard Los Angeles, CA 90025	Normed on blind and partially sighted, ages 16 and over. Task is copying 20 patterns of increasing difficulty, using blocks with two kinds of surface--smooth (white) and rough (black). Score based on speed and accuracy. Test can be lengthy and tiring. Not a complete measure of performance ability; depends of subject's ability to distinguish and copy patterns. Challenging for subjects and allows examiner excellent opportunity for observing subject's approach to task.
Wechsler Intelligence Scales for Children (WISC). Form R Ages 5 to 15 Wechsler Adult Intelligence Scale (WAIS), Ages 16 plus Psychological Corporation 757 Third Avenue New York, N. Y. 10017	Verbal scale widely used with blind and partially sighted; verbal IQ a good predictor of school progress for visually impaired. If subject has some useful vision, performance subtests could be used; however, low Performance IQ may be a function of lack of vision rather than lack of mental ability. Block Design and Object Assembly possible supplements to Verbal. Performance score higher than Verbal is indicative of more effective potential with concrete materials than with verbal (ideas). Arithmetic Score may be low because math not easily translatable into braille. Low comprehension may result from experiential deprivation. Comprehension items may need rephrasing to be appropriate; e.g., "What should you do if you saw a train...?" Form R yields lower scores than older form; some specialists suggest using older form.

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*Technical Research Centers, Inc., GUIDANCE, COUNSELING AND SUPPORT SERVICES FOR HIGH SCHOOL STUDENTS WITH DISABILITIES, Cambridge, Mass., 1977, pages 345-350.

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XV, cont.

ACHIEVEMENT TESTS

American College Testing Program (ACT) American College Testing Program P.O. Box 168 Iowa City, IA 52240	Available in braille, large type, and cassette. Used for college admissions. Scores in English usages, mathematics usage, social studies reading, natural science reading, as well as composite score.
CEEB Achievement Tests College Board Admissions Testing Program for Handicapped Students Box 592 Princeton, NJ 08540	Visually handicapped may work at own speed but not more than six hours in one day; may use a reader or amanuensis. Tests in regular-size type. Available tests are: American History, Biology, Chemistry, English Composition, European History, French (reading), German (reading), Russian (reading), Spanish (reading), Hebrew, Latin, Physics, Math Level I, Math Level II.
Diagnostic Reading Tests Grades 7-13 American Printing House for the Blind 1839 Frankfort Avenue Louisville, KY 40206	Available in braille. Measures rate of reading, story comprehension, vocabulary, comprehension.
Iowa Tests of Basic Skills, Form 3, Level F. Grades 5-9 Form 4, Grades 3-9 Iowa Tests of Educational Development Grades 9-12 American Printing House for the Blind 1839 Frankfort Avenue Louisville, KY 40206	Available in large type and braille.
Metropolitan Achievement Tests Form AM, H.S. Battery Form F (Advanced) Grades 7-9 American Printing House for the Blind 1839 Frankfort Avenue Louisville, KY 40206	Available in large type. Can be read to blind subjects. Subtests are Word Knowledge, Word Analysis, Reading, Spelling, Mathematics Concepts, Mathematical Computation Mathematical Problem Solving, Science, Social Studies.

XV, cont.

Stanford Achievement Tests Forms X and W American Printing House for the Blind 1839 Frankfort Avenue Louisville, KY 40206	Available in braille and large type. Tests include Vocabulary, English Usage, Arithmetic Skills, Social Studies, Science. Power tests to be administered without time limits. Administration time longer than for regular print version.
Sequential Tests of Educational Progress (STEP) Form 2B, Grades 10-12 Form 3B, Grades 7-9 American Printing House for the Blind 1839 Frankfort Avenue Louisville, KY 40206	Available in braille and large type. Tests are Reading, Writing, Mathematics, Science, Social Studies, and Listening.
Wide Range Achievement Tests (WRAT) K-Adult American Printing House for the Blind 1839 Frankfort Avenue Louisville, KY 40206	Available in large type. May be read aloud. Tests spelling, arithmetic, and reading. 20-30 minutes.

GENERAL APTITUDE TESTS

Differential Aptitude Tests (DAT) Blind Center, Inc. Santa Clara County 101 North Bascom Avenue San Jose, CA 95126	Available in braille. Tests of verbal reasoning, numerical ability, mechanical reasoning, abstract reasoning, space relations, clerical speed and accuracy, spelling, language usage. Total test takes three hours, but subtests are timed separately.
Scholastic Aptitude Tests ATP for Handicapped Students College Entrance Examination Board	Taken for college entrance. Special registration form for untimed tests. Can be administered in braille, large type, or orally. Answers may be typed. Test must be administered by an approved person and scored by the CEEB. Flexible time limits may inflate scores.
School and College Ability Tests (SCAT) American Printing House for the Blind 1839 Frankfort Avenue Louisville, KY 40206	Available in braille and large type.

XV, cont.

Seashore Musical Talent Test Grades 4-16, Adults Psychological Corporation 757 Third Avenue New York, N.Y. 10017	Scores on pitch, loudness, rhythm, tone, timbre, tonal memory. Ten minutes per test.

MANUAL DEXTERITY TESTS

Crawford Small Parts Dexterity Tests Psychological Corporation 757 Third Avenue New York, N.Y. 10022	Norms for blind and partially sighted. Performance test for measuring fine eye-hand coordination or its tactual analogue.
Minnesota Rate of Manipulation, 1969 Edition Educational Testing Bureau 720 Washington Avenue, S.E. Minneapolis, MN 55414	Special directions for administering to the blind. Norms available for the blind. Involves finger, hand, and arm movement. Subtests are Placing, Turning, Displacing, One-and Two-Hand Placing and Turning.
Pennsylvania Bi-Manual Work Sample Age 16-Adult Educational Testing Bureau 720 Washington Avenue, S.E. Minneapolis, MN 55414	Norms available for blind and partially sighted. Work combines: finger dexterity of both hands, whole movement of both arms, eye-hand coordination, bi-manual coordination. 12 minutes.

PERSONALITY AND SOCIAL FUNCTIONING TESTS

Adolescent Emotional Factors Inventory Nevil Interagency Referral Service 919 Walnut Street, 4th Floor Philadelphia, PA 19107	**Specifically designed for, and normed on blind young people. Items are based on behaviors culled from experiences described by visually impaired people. Some items relate specifically to problems resulting from lack of vision. Should be administered in large print or recorded form to allow for privacy. Subscales are Sensitivity, Somatic Symptoms, Social Competency, Attitudes of Distrust, Family Adjustment, Boy-Girl Adjustment, School Adjustment, Morale, Attitudes toward Blindness, and Validation.**
Auditory Apperception Test Western Psychological Services 12035 Wilshire Blvd. Los Angeles, CA 90025	Consists of 10 sets of recorded sound situations including dialogue, nature sounds, emotional, mechanical, or animal sounds. Subject describes the cause, what is happening, and the result.

XV, cont.

Auditory Projective Test American Foundation for the Blind 15 West 16th Street New York, N. Y. 10011	Tape-recorded dialogue and sound effects of scenes paralleling the Thematic Apperception Test pictures.
Overbrook Social Competency Scale 6 - adult Nevil Interagency Referral Service 919 Walnut Street, 4th Floor Philadelphia, PA 19107	Useful measure for social competency. Administered by an interview (usually with the parents). Tentative norms on visually impaired. Provides information on independence in daily living, interpersonal skills, mobility, group participation, and leadership.
Rohde-Hildreth Sentence Completion Test (Lighthouse Revision) New York Association for the Blind 111 East 59th Street New York, NY 10022	Sentence completion projective test suitable for visually handicapped persons.
Rotter Incomplete Sentence Blank Psychological Corporation 757 Third Avenue New York, NY 10017	Examiner reads sentence stems and examinee is asked to complete them with expressions of his/her feelings. Scoring system is objective and examiner need not be a trained clinician.

VOCATIONAL INTEREST TESTS

Kuder Preference Record Science Research Associates 259 East Erie Street Chicago, IL 60611	Frequently used with visually impaired persons. May be given orally, in braille, or by tape recording. Braille answer sheets available from Howe Press, Perkins School for the Blind.
PRG Interest Inventory for the Blind Nevil Interagency Referral Services 919 Walnut St., 4th Floor Philadelphia, PA 19107	Developed by Bauman to overcome subject's tendency to answer based on what s/he can or cannot do, rather than on his/her true interests. Inventory is based on jobs done, and hobbies chosen by blind people. Administered orally or by tape recording.

XV, cont.

Strong Vocational Interest Blank Consulting Psychologists Press 557 College Avenue Palo Alto, CA 94306	May be read aloud or taped. Best used with subjects considering professional or semi-professional careers.

ADDITIONAL SOURCES OF INFORMATION ON TESTS TO USE WITH VISUALLY IMPAIRED STUDENTS*

Please consult the following literature for additional information on appropriate test selection, administration and interpretation for visually impaired students:

REFERENCE	*ORDERING INFORMATION*
"Assessment of the blind." Special October 1975 issue of New Outlook for the Blind, Vol. 69, No. 8.	American Foundation for the Blind 15 West 16th Street New York, N.Y. 10011 (212) 924-0420 Back issue available Price: N.A.
Bauman, Mary K. "Psychological and educational assessment." Berthold Lowenfeld (Ed.), The visually handicapped child in school, pp 93-116, 1973.	John Day Company, Inc. Division of Intext Educational Publications 257 Park Avenue South New York, N.Y. 10010 Price: $16.00
Education of the Visually Handicapped, October 1975, Issue on psychoeducational assessment, Vol. 7, No. 3.	Association for Education of the Visually Handicapped 919 Walnut Street, 4th floor Philadelphia, Pa. 19107 (202) 245-1591 Back issue available at $3/copy
Scholl, Geraldine & Schnur, Donald. Measures of psychological, vocational, and educational functioning in the blind and visually handicapped, 1976.	American Foundation for the Blind 15 West 16th Street New York, N.Y. 10011 (212) 924-0420 Price: $5.00

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* Compiled by Technical Research Centers, Inc., GUIDANCE, COUNSELING AND SUPPORT SERVICES FOR HIGH SCHOOL STUDENTS WITH DISABILITIES, Cambridge, Mass., 1977, page 332.

PART III: TESTS USED WITH STUDENTS WITH CEREBRAL PALSY*

INTELLIGENCE

Ammons Full Range Picture Vocabulary Test (Also, Quick Test -- a shortened version) Age 2 and over Psychological Test Specialists Box 1441 Missoula, MT 59804	Useful for persons with speech/motor problems. Subject indicates which figure best fits the word that is read. Response can be blinking, pointing, head shaking, etc.
Leiter International Performance Scale Tray 3, Ages 14-18 Stoelting Company 1350 S. Kostner Avenue Chicago, IL 60623	Consists of 68 non-language tasks. Yields lower IQ scores than some others because mean is 95, S.D. is 20.
Peabody Picture Vocabulary Test (PPVT) Forms A & B American Guidance Service, Inc. Publisher's Building Circle Pines, MN 55014	Designed specifically for cerebral palsied and speech impaired people. Normative group is over 4000 subjects, ages 2 to 18. Intelligence quotients tend to be higher on the PPVT than on other tests. Lack of fine detail in the pictures minimizes confusion. Subject must choose one of four pictures as a "definition" for a word given by the examiner. Sets of pictures are presented in increasing difficulty. Untimed, takes 10 to 15 minutes. Requires no special training.
Raven Progressive Matrices Psychological Corporation 757 Third Avenue New York, NY 10017	Similar to the PPVT. 60 analogies grades in terms of levels of difficulty, set up as multiple choice items involving selection of the proper element to complete the design. Subject can respond by pointing. Pictures are considered to be less "culturally contaminated" than those on the PPVT as they are geometric designs rather than pictures of people or objects.

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*Technical Research Centers, Inc., GUIDANCE, COUNSELING, AND SUPPORT SERVICES FOR HIGH SCHOOL STUDENTS WITH DISABILITIES, Cambridge, Mass., 1977, p. 351-352.

XV, cont.

Stanford-Binet Houghton Mifflin Company 1 Beacon Street Boston, MA 02107	Suggestions for modifying include pantomiming, presenting a choice of answers in multiple-choice form, showing the test pictures and problems on cards. On Binet Form Board, for example, person with hand coordination problems can pick up blocks more easily if small knobs have been screwed into them. Bead Stringing can be modified by having the child place the bead on the table in the appropriate pattern or indicating to the examiner which bead should be strung next. If the person has speech involvement such that Word Naming becomes a problem within a time limit, the examiner can ignore the time and observe the range of thought and ability to deal with the abstract.
The Vineland Social Maturity Scale Psychological Corporation 757 Third Avenue New York, N.Y. 10017	A test of developmental "intelligence" or as the test title says, "social maturity", score is affected by physical disability, education, training, changing social customs, and experiences. If the social age is higher than the mental age, indicates that perhaps tests of intelligence are not tapping the real intellectual resources.
Wechsler Intelligence Scale for Children (WISC)	Can be individually adapted more easily than Binet. Verbal Scale can be used for the severely motor or visually impaired.
Wechsler Adult Intelligence Scale (WAIS)	Performance sections can be given to hearing and speech impaired. Performance subtests do require adequate vision and some arm and hand use, but modifications are possible
Psychological Corporation 757 Third Avenue New York, N. Y. 10017	

APTITUDE TESTS

The General Aptitude Test Battery (GATB) Non-Verbal Aptitude Test Battery (NATB) U.S. Employment Service Manpower Administration 14th Street & Constitution Avenue, N.W. Washington, DC 20210	Often used in vocational planning to determine aptitudes. Used by state Divisions of Employment Security but may be given in schools by approved examiner of persons with cerebral palsy. GATB assesses intelligence, verbal, numerical, and spatial abilities, form perception, clerical perception, motor coordination, finger dexterity, and manual dexterity. The pegboard test requires standing, the rivet board requires fine dexterity, and the tests are highly speeded.

XV, cont.

DIAGNOSTIC TESTS

The Bender-Gestalt Grune and Stratton, Inc. 111 Fifth Avenue New York, N.Y. 10003	A space perception task where the subject is asked to copy drawings for analysis of perceptual motor behavior. The task may totally elude a person with cerebral palsy despite mental superiority. Bender notes that there is not a close correlation between extent of brain damage and degree of disturbance in production of forms.
Draw-A-Person Western Psychological Services 12035 Wilshire Blvd. Los Angeles, CA 90025	Should be administered by examiner able to distinguish between poor drawing abilities and poor body image.

ADDITIONAL SOURCES OF INFORMATION ON TESTS TO BE USED WITH STUDENTS WITH NEUROMOTOR OR ORTHOPEDIC IMPAIRMENTS*

Please consult the following materials for further information about tests which are commonly administered to people with cerebral palsy (and persons with speech and upper extremity motor involvement stemming from other disabilities):

REFERENCE	*ORDERING INFORMATION*
Clements, Sam D. & Hicks, Tom J. "Physically and neurologically impaired." Milton V. Wisland (Ed.), Psychoeducational diagnosis of exceptional children, pp. 213-232, 1974.	Charles C. Thomas, Publisher 301-327 East Lawrence Avenue Springfield, Ill. 62717 Price: $13.95
Cruickshank, William M.; Hallahan, Daniel P.; & Bice, Harry V. "The evaluation of intelligence" (Chapter 4) pp. 95-124. "Personality and behavior characteristics" (Chapter 5) pp. 123-174. William M. Cruickshank (Ed.), Cerebral palsy: A developmental disability (Third Revised Edition, 1976.	Syracuse University Press P.O. Box 8 University Station Syracuse, N.Y. 13210 Price: $24.00
Rennick, Phillip M. "Psychosocial evaluation of individuals with epilepsy." George N. Wright (Ed.) Epilepsy rehabilitation, 1975.	Little, Brown and Company 34 Beacon Street Boston, Mass. 02106 Price: $10.00 paperback 15.00 hardcover

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WHERE TO ORDER LITERATURE AND MEDIA ON VOCATIONAL EVALUATION AND WORK ADJUSTMENT

The Materials Development Center at the University of Wisconsin-Stout is an excellent resource for literature and media on vocational evaluation and work adjustment. For the following materials, write or call Stout Vocational Rehabilitation Institute, Materials Development Center, Information Office, University of Wisconsin-Stout, Menomonie, Wisconsin 54751. Telephone No.: (751) 232-1342.

- Descriptions and comparisons of seven commercial evaluation systems by K. Batterbusch), 1976. Systems described are: TOWER system, Philadelphia JEVS Work Sample Battery, Single Vocational Evaluation System, Talent Assessment Programs, Wide Range Employment Sample Test, McCarron-Dial Evaluation System, and the VALPAR Component Work Sample Series.

  Price $1.50

- Orientation to work evaluation batteries series. A series of 10 sound/slide presentations to orient vocational evaluators to the purposes, organizations, and hardware of 10 commercial evaluation systems. Systems addressed are the seven identified above and Thomasat, Orientation to Dexterity Tests, and Hester Evaluation System.

  Price: $6.00 per three day rental for each presentation. Purchase costs range from $25.00 to $35.00.

- Suggested format and content of a work sample manual (S. Thomas), 1974. Includes information and examples covering the necessary content of a work sample manual.

  Price: $2.00

- Suggested publications for developing an agency library on work evaluation and work adjustment (4th edition), 1975. Annotated listing which includes ordering information and price.

  Free

- Work sample evaluation of blind clients: Criteria for administration and development (by M. Dickson), 1976. Includes: Specific information for administering and scoring work samples and using norms; a review of the literature; and suggested modifications for the Philadelphia JEVS Work Sample Battery, the Singer Vocational Evaluation System, and the VALPAR Component Work Sample Series.

  Price: $1.50

- Work sample manual clearinghouse catalog, 1976. Annotated listing which includes descriptions and prices of work samples available through the Materials Development Center

  Free

This information was excerpted from Technical Education Research Centers, Inc., GUIDANCE, COUNSELING AND SUPPORT SERVICES FOR HIGH SCHOOL STUDENTS WITH DISABILITIES, Cambridge, Mass., 1977, pages 292 and 305-306.

XVI

THE LEARNING CAPACITIES RESEARCH PROJECT APPROACH TO PLACEMENT

> The Learning Capacities Research Project is demonstrating that it is feasible to use the college campus as a "rehabilitation facility" which would enable handicapped students to realize their potential more fully and achieve more favorable performances in academic, vocational and social terms.
>
> --Herbert Rusalem
> Co-Director
> Learning Capacities Research Center

One approach to placement asks the placement person, along with the student, to review those environmental conditions under which the student works best. This approach is under development and research--and is being practiced--by Dr. Herbert Rusalem in his Learning Capacities Research Project. In this system, the individual is observed under a wide variety of conditions during the assessment process in order to discover those conditions that maximize performance.

According to Rusalem, no assessment can reveal the "true" capacity of a person unless the environment has been modified to negate the effects of disability and to enhance those conditions which maximize performance. "Capacity" placement can occur only after student and counselor have identified clusters of conditions that favor maximum individual performances for the tasks assessed--conditions that should be instituted in future employment situations.

The Learning Capacities assessment can be conducted realistically through a retrospective review with the student of previous work experiences as well as through an analysis of current work internships or coop experiences.

XVI cont.

For more information about this approach to vocational assessment, write Dr. Herbert Rusalem, Co-Director, Learning Capacities Research Project, 16610 Meadow Park Drive, Sun City, Arizona 85351 or telephone him at (602) 972-3449.

CHAPTER II

JOB PLACEMENT OF DISABLED STUDENTS

It is true that college personnel involved in job placement of disabled students need to acquire knowledge and skills which are sometimes more specialized than those needed for placing the nondisabled. However, the notion that student personnel offices need to provide extensive additional services can, perhaps, be dispelled by familiarity with some basic services (see chart). What happens is that disabled students, either by their own request or through the facilitation of advocates, are likely to take advantage of more of the basic placement services. In fact, special programs that have been created for disabled people to enhance their employment potential could well be models of programs which ought to be available to the general student population. It should be noted, however, that few students, whether disabled or nondisabled, will need or desire all the services which a comprehensive job placement program can offer.

BASIC SERVICES OF A COLLEGE PLACEMENT PROGRAM

The functions of a comprehensive career counseling/planning and placement center should include such activities as:

1. Job development/solicitation
2. Student applicant recruitment and registration
3. Applicant interviewing and referral
4. Career counseling of applicants
5. Reports, recommendations, and statistical analysis of students and employers served
6. Interpretation of the college program to employers
7. Scheduling student-recruiter interviews
8. Record-keeping of applicants, referrals, and placements
9. Career and job seminars
10. Evaluation of the college program in meeting the community's labor market needs

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California Community College
Placement Association

Knowledges and Skills

College personnel involved in job placement for disabled students need to develop a number of skills and a body of knowledge, as well as be willing to perform special functions, which will enable them to successfully place students. Some of the guidelines listed in this chapter also deal with the related function of job development. In activities relating to either job development or placement, one important reason for accumulating the knowledge and skills is that placement personnel frequently have the opportunity to act as a resource to employers. In effect, one major objective is to assist employers in developing similar knowledge and skills that will result in more employment opportunities for disabled people.

GUIDELINES FOR JOB PLACEMENT OF DISABLED STUDENTS

If you are performing job placement activities for disabled students:

- Seek to develop working relationships with career and academic counselors and with the admissions office staff to identify early on those students with disabilities, their career interests, their work experiences or lack of work experiences.

- Develop, in concert with the coordinator of special services for disabled students, awareness among other college staff members (administrators, counselors, faculty members) of the need to provide disabled students with an adequate career development program and work experiences. Disabled students in particular need this preparation so that they can be competitive with non-disabled students in the job market.

- Seek to develop working relationships with career counselors, instructors involved in the cooperative education program (if the campus has one), and the campus financial office staff to promote paid work experiences for disabled students--preferably in a field related to their career interests.

- Be able to use counseling techniques which will diagnose the strengths and weaknesses students may have in performing successfully in their chosen fields of employment. Encourage students whose aims are unrealistic, in view of their qualifications and interests, to explore clusters of jobs in one or more fields instead of a specific job. Advise students to undertake remedial work in areas of weakness to improve their chances for obtaining desired positions.

- Be able to provide other college staff members (faculty, administrators, counselors, etc.) with up-to-date information on careers and the current job market.

- Be familiar with the wide range of disabilities, from mild to severe, their medical descriptions, and the kinds of rehabilitation techniques used, or medical treatment required, for the various disabilities. Consult with the individual you are placing to find out more about him/her and the disability.

- Make frequent visits to job sites to become familiar with jobs and job functions. When possible, disabled students should accompany college personnel on the trip. Joint visitations allow for first-hand assessment of working conditions and offer opportunities to explore such areas as:

  --Is the building physically accessible? What architectural barriers can reasonably be removed?

  --Are there other people with disabilities currently employed? In what positions? What special arrangements, if any, have been made to accommodate them?

  --Who is responsible for the hiring policy?

  --Where is the business located geographically within the community?

  --Where is the job site located within the office or plant?

  --Are facilities such as restrooms, water fountains, elevators, and company cafeterias and lounges accessible?

  --Who makes the final hiring decisions--personnel managers, owners, or line supervisors?

- Have knowledge of and/or experience in day-to-day operations in the business and industrial worlds. Many job placement people state that having had previous business experience was helpful. Placement officers must at least develop working relationships with a number of employers and visit plants and offices for first-hand knowledge about new jobs and changes in job functions.

- Be up-to-date on market trends, the economic situation--which jobs are most in demand and which are not.

- Know how to locate the jobs in an occupational cluster so you can advise students with certain physical limitations that a career choice is not limited to one job, but offers a number of alternatives.

- Organize and/or participate in mini-courses or workshops where disabled students (often in integrated groups with able-bodied students) can develop job-seeking skills such as interviewing, resume-writing, and filling out job applications.

- Help students learn to develop independent sources for job leads--parents and other relatives, friends, civic groups, job finding clubs, and community organizations--by involving students directly in the process.

- Work collaboratively with other employment sources:

  --state employment services

  --private employment agencies (though traditionally and statistically not good places to seek job leads for disabled workers)

  --advertisements looking for disabled applicants which affirmative action employers place in newspapers and periodicals aimed at professionals in rehabilitation services or at disabled people themselves

  --job placement divisions of federal, state, local and private agencies and organizations which serve the interests and needs of disabled people

- Be familiar with the many agencies and organizations which serve people with different disabilities:

  --rehabilitation agencies

  --organizations experienced in job modification techniques and adaptive equipment

  --groups offering vocational counseling

  --consumer organizations experienced in legal matters concerning the disabled population

  --agencies offering financial assistance for college tuition, medical care, on-the-job training

- Be familiar with the rules and regulations of agencies which sponsor disabled college students with regard to students' choices of college programs and occupations.

- Be familiar with: 1) Sections 503 and 504 of the Rehabilitation Act of 1973 regarding equal employment opportunities in the hiring of qualified handicapped persons by government contractors and by recipients of federal financial assistance; 2) state and municipal laws and government agency regulations regarding the hiring of disabled workers.

- Understand and inform employers about those sections of the law which specifically forbid making certain non-job-related inquiries about an applicant's disability.

- Be familiar enough with job functions and specifications (which tasks are essential and which are not) to be able to suggest suitable modifications.

- Understand the qualifications employees must have in order to perform certain job functions so you may advise employers when certain functions or specifications need to be changed or rearranged.

- Make employers in business, industry, government agencies, and private organizations aware that the college campus job placement office can open the door for employers to a large pool of qualified disabled applicants.

- Have knowledge of, or skills in assisting with, job modifications and redesigns or special arrangements and accommodations for people with different disabilities.

- Understand the basis for concerns of employers, supervisors, and able-bodied employees who have never been in contact with or worked with disabled people before.

- Be willing to take the time to sensitize employers to the needs and abilities of disabled people by organizing programs which emphasize employer-disabled student contact.

- Have at hand facts and case studies for employers which can dispel myths and stereotypes about disabled employees.

- Be able to refer employers who have never hired disabled workers to employers who have long experience in hiring the disabled.

- Arrange some form of follow-up activity after placement: 1) to gain feedback which the placement officer can use to develop greater proficiency in future placement activities of disabled students; 2) to provide both employer and employee with an opportunity to seek answers to questions which may have arisen since placement.

  --Although the placement officer should not encourage dependency by leaving the door open too wide and not giving both employer and employee time to adjust, s/he nevertheless should be able to offer assistance that will make the adjustment period go more smoothly.

- Organize a business advisory committee so that awareness will spread and other functions can be established, such as site visits, grants, and mutual aid.

ISSUES AND CONCERNS IN PLACEMENT OF DISABLED STUDENTS

People who provide placement services for disabled students generally agree that informing the employee beforehand that the applicant has a disability serves the best interests of both student and employers. In many instances, in fact, it may serve as a positive factor in helping the student obtain the position. Just when and in what manner that information should be conveyed during the placement officer-employer conversations is an issue on which experienced placement officers have different opinions. However, most seem to feel that the question of discussing an applicant's disability should be handled on an individual basis.

SELLING A PRODUCT

Approaches from the field:

An experienced placement officer says, "Most times I am frank with the employer. I usually begin my conversation with the individual's qualifications and competencies. When I know what the job involves, I tell the employer that the applicant can do this and this, that he's qualified. Then I indicate that he has a disability, but that he's perfectly prepared for the job in question. I don't expect the employer to figure out what the client can do. I'm prepared to tell the employer what the client has to offer."

A placement director describes his visits to employers: "When I go to a company the first time, I'm a salesman. I'm selling students; so the first students I send them are really top-notch. Later on, then, if I don't send them somebody good, they'll forgive me because they realize that I also have good students. This past year I visited a few companies I haven't visited in three years, and I did this for a purpose. I told the employers, 'I'd like to see students who have been here for two or three years. I'd like to see where they are working, and how they're doing.' I found that very rewarding. I then asked the students how they were doing and tried to get some feedback from them."

One college job placement officer describes his job placement activities for disabled students from the job development phase through final placement:

- I usually select employers with whom I have had previous contact;
- I call employers early in the year for the purpose of making exploratory contacts;
- Early in the school year, I talk to employers in general terms about possible job candidates, presenting their backgrounds with just a few specifics;
- Later, I may suggest a meeting between the employer and a student to see where the student will fit in. I explain that the employer is under no commitment. Even if the interview results in a no-hire, the student still gets actual interview experience.

Responding to Employers' Anxieties

An issue that may arise concerns how the placement officer ought to respond to an employer's anxiety during the initial placement contact. Most employers are aware that there are certain questions that are illegal for them to ask disabled job applicants--that is, questions about the disability which are not specifically related to the applicant's ability to perform necessary job functions. However, even though the employer may not overtly express feelings of anxiety, there still remains the problem of how the job placement officer should deal with the "unasked" questions--those that are not verbalized but nevertheless remain on the employer's mind. Experienced job counselors who are aware of the employer's feelings of uneasiness tend to emphasize the student's abilities, previous job experiences and coping skills.

ALLAYING EMPLOYERS' ANXIETIES

Approaches from the field:

College is a demanding environment and as such a disabled student has worked out many of the problems related to getting to and from college, handling physical and attitudinal barriers, and dealing with unforseen problems. I can't overstate this in dealing with employers.

--Michael K. Stimola
Professor, Counseling Division
Hostos Community College

Employers are mostly concerned with competency. They're uncertain that the disabled student can do the job. I deal with the issue in a way that, hopefully, will not emerge later as a question on the employer's mind. I stress that the student attended college regularly without being excessively late or absent. If the student has had a part-time or full-time job, I stress it. A student who has attended college for several years has already solved many of the problems which are of concern to an employer.

--Job Placement Director
Community College

WORKING RELATIONS BETWEEN COLLEGE AND EMPLOYERS

Most college personnel and employers agree that whoever performs the job placement function should be realistic about the job market and view the applicant from the employer's point of view. They believe that when considering economics and productivity and while matching the applicant's ability to the specifications of a particular job, the job placement process is really the same for both able-bodied and disabled workers.

Specifically, employers indicate that there are some general approaches used by industry in hiring employees which college placement officers need to know. One such approach was described by a representative of an organization which specializes in job placement for the disabled. He explains that industry usually selects its new employees from three categories:

--Category #1 (preferred)

> Someone who has been trained and educated to do a job, has performed the job in the past, and can do it again.

--Category #2

> If there is no one from the first category to fill the position, the employer hires someone who has been educated and trained to perform a job, but who has not yet performed it.

--Category #3

> If no one is available from categories 1 or 2, industry looks for someone who is trainable and teaches that person the necessary skills to perform the job.

Although styles and approaches used by companies in selecting new workers may differ, all employers agree that an honest exchange of information between college personnel and employers is an essential element in job placement activities for disabled students. Most employers feel that a forthright approach by the college job placement officer is the best way to develop a relationship that is mutually profitable to both the disabled applicant and the company.

Two viewpoints from the field:

One college placement officer explains why good working relationships are necessary and how they can be developed: "You can level with employers. For example, if there are instances that require the college and the student to make special arrangements to deal with occasional and necessary absenteeism, I inform the personnel manager of the accommodation and emphasize that the student was still able to perform effectively and, within the framework of the accommodation, was dependable and productive. If their interviews with applicants don't work out, perhaps the employers can give you suggestions for advising students how to act in interviews with other employers."

One personnel manager in a service-oriented industry offers another way of enhancing college and industry relationships: "College job placement staffs need to get out and talk with employers about the specific needs and abilities of disabled students a long time before these students reach graduation. If possible, these students should meet potential employers in fields associated with their educational training so they can approach the job market with more reality. Person-to-person contact benefits the students by providing them with accurate and up-to-date labor market information. In addition, it enables the employer to become aware of the work capability of the disabled job seeker."

All employers and college placement personnel agree that sensitizing business and industry about the employment rights and needs of disabled people must begin early and involve a cross-section of college personnel (counselors, administrators, instructors and students) in the process. Creating an awareness and responsiveness to the employment potential of handicapped two-year college graduates should be a responsibility shared by industry, labor and government agencies with the college community assuming a leadership role.

On the following pages there is a description of the "College and Industry: Partners in the Handicapped Employment Role"(CIPHER) program. The CIPHER program can be used as a model for increasing collaborative efforts of postsecondary institutions and businesses in responding to the employment needs of disabled college students.

ANATOMY OF A WORKSHOP FOR EMPLOYERS

COLLEGE AND INDUSTRY:
PARTNERS IN THE HANDICAPPED EMPLOYMENT ROLE (CIPHER)

Program Objectives

From 1975 to 1978 the Institute for Research and Development in Occupational Education (IRDOE)* conducted a program called College and Industry: Partners in the Handicapped Employment Role (CIPHER). The overall goal of CIPHER was to create an awareness of and responsiveness to the employment potential of handicapped two-year college graduates on the part of business, labor, government, community college job placement directors, career counselors and coordinators of special services for the disabled. Specific objectives included:

- To organize two separate advisory committees, one of college job placement directors, and one of personnel directors of business/industry/labor and government;
- To inform program participants of current government affirmative legislation and programs as they related to employment of the handicapped;
- To increase, through person-to-person contact, employment possibilities for disabled graduates.

Program Design

To organize and implement the CIPHER program, a tripartite structure was formed. It consisted of 1) the "buying" community (employers) working with 2) the "selling" agency (two-year colleges) to increase the marketability of 3) the "product" (disabled students). Representatives from these groups participated in a series of six workshops conducted during each of three consecutive academic years.

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*IRDOE is part of the Center for Advanced Study in Education, Graduate School and University Center, the City University of New York.

Each year the program focused on several different occupational clusters that reflected the work interests of disabled students and the corresponding occupational programs offered at community colleges. The first year's workshops (1975-76) consisted of employer representatives from the banking, insurance, health, and technologies fields. Second year participants (1976-77) included representatives from the transportation, retailing, advertising, accounting and data processing industries. Third year representatives (1977-78) came from the publishing and hospitality industries.

Planning Procedures

Advisory committees. In organizing CIPHER the first step was to establish two advisory committees. Their purpose was to work with the project team in planning and developing workshop content and in selecting those industries and businesses which would participate in each year's series. One advisory committee consisted of business and industry representatives at the management level. The second committee included deans of student personnel departments from area colleges. Formation of the industry advisory committee was facilitated through contacts with the Economic Development Council of New York City, the New York City Mayor's Office For the Handicapped, and the Advisory Commission to the New York City Board of Education for the Occupational Education of the Handicapped. These groups either introduced or recommended representatives from industry who would actively serve on an advisory committee. IRDOE also served as a source of contacts with industry for adding members to this committee.

The college advisory committee was formed relatively easily. Members included deans who had participated in other IRDOE projects and who were actively involved in intra- and inter-university programs related to student affairs in area community colleges.

Both advisory committees served as invaluable sources for proposing agenda items for the workshops, for reflecting the concerns of members of their own constituencies, and for ensuring industry and community college representation at regular CIPHER workshops.

Other input. Student input was incorporated through use of a survey of the occupational aspirations of disabled students at the colleges participating in workshops.

Individual members of the project team also participated on the University Committee for the Disabled, which represents disabled students at all nineteen units of CUNY. As a result, additional priorities regarding program plans were identified. The project team was also able to use the committee to advertise CIPHER workshops.

In addition, the project team made use of the advice and expertise of professionals associated with organizations and institutions in the metropolitan area who were involved on a day-to-day basis with the rehabilitation, vocational counseling and job placement of disabled individuals. Consultants included staff members of the Institute for Rehabilitation

Medicine, the Human Resources Center at Albertson, New Yor, the Bronx Veterans Administration Hospital, and others.

Selection of Industry Representatives

The majority of business and industry representatives at CIPHER workshops worked in the personnel departments and affirmative action offices of their companies. Among the organizations who participated were: Chemical Bank, Haskins and Sells, and J. Walter Thompson. Personal recommendations from business advisory committee members, business associations, community college personnel and consultants were the primary means for recruiting individuals in these companies.

Decisions about which types of industries to invite were based on the number of disabled students enrolled in occupational programs that reflected the needs of those industries. The Advisory Committee also selected participants based on estimates of the future employment outlook in certain fields. To provide a balanced perspective, representatives from industries were occasionally invited to outline projected decreases in job openings in their field. This information was important, especially where there was heavy enrollment in programs preparing students for careers in those areas.

The initial direct contact with businesses was usually conducted by telephone with vice presidents and department heads or directors. Although initial contacts were made at the executive level, actual attendees at the workshops ranged from job interviewers to vice presidents. The telephone contact was extremely important. Staff members carefully explained the intent of the program and the role that business representatives would play at the meeting. They also made it clear that business personnel would not be asked or expected to find or promise jobs for disabled community college students. They also assured them that the level of discourse during the workshop sessions would discourage recriminatory exchanges that centered on perceived past discriminatory practices by industry toward the disabled. Afterwards, the project staff mailed follow-up materials which explained the program in more detail.

Selection of Community College Personnel

Community college representatives included academic, personal and career counselors, job placement and job development officers, coordinators for the disabled, and deans of student personnel. Because student personnel staff members engage in multiple functions with and for the disabled, the workshop sessions provided opportunities for them to consider school-to-work issues, activities, and information they might eventually fuse into the fabric of the usual services offered to disabled students. In addition, faculty members attended who represented departments whose subject area related to the industries participating in particular workshops--e.g., accounting, data processing, and advertising.

Workshop Topics and Agendas

Workshops were structured to facilitate an exchange of information in such areas as: training programs at community colleges, personnel practices of corporations, state and federal laws governing the hiring of the handicapped, health and disability insurance provisions, and equipment and architectural modifications.

The industry advisory committee made specific suggestions of topics and concerns which were subsequently incorporated in one form or another into the workshops; for example:

- What mechanisms exist for informing an employer that a student, handicapped or not, is available for work?
- To what extent is the community college sensitive to industry's desire to hire only those students with very high academic grades?
- How can industry deal with "problems" created among co-workers when handicapped persons are employed?
- How can community college placement personnel learn more about the particular procedures or nuances in any one industry so as to effectively place disabled students?
- In what way can community colleges secure work experience on campus for handicapped students?
- How can an organization be educated not to generalize from one or two negative experiences with handicapped employees?

The CIPHER workshops were designed to provide each group (handicapped students--college representatives--employers) with opportunities to examine the viewpoints of the other groups with regard to the employment of disabled students.

Workshop Procedures

This objective was accomplished by dividing each of the six workshops into two parts. A large group session was conducted first. It was primarily didactic in nature, with participants making individual presentations. Following this session, everybody participated in a series of small group activities geared to problem solving.

Large groups. In the large group sessions representatives of industry groups individually discussed such topics as:

- Services or products offered by their industry
- Major occupational/job categories within each segment of the industry
- Job market trends within the industry. Labor needs--current and in the next three to five years
- Personnel practices related to recruitment, assessment procedures and training programs
- Modifications of personnel practices when hiring and employing disabled individuals

Also, during large group sessions, community college personnel were asked to give overviews of their college programs. Not only did these presentations provide a first opportunity for many company representatives to learn about programs for the disabled but also for them to find out about the kinds of students in attendance and types of programs offered at community colleges. Community college representatives covered the following topics during the large group sessions:

- The role of the community college in the greater New York metropolitan area
- The occupational preparation offered
- The roles and functions of individual student personnel staff members:

  --education/career counselor
  --job placement officer
  --cooperative education coordinator
  --coordinator of special services for the handicapped

- The job placement/development activities used in securing jobs for disabled students
- Examples of successful placements of disabled students and the elements that contributed to their success

Although the purpose of the workshop was to promote information exchange between industry and college representatives, members of either sector also could benefit from hearing what their own peers had done with regard to employment of the disabled.

Small groups. The small group problem solving techniques used in the CIPHER workshops had a number of general functions. These included:

- Exposing industry personnel to disabled community college students who were able to articulate their needs, feelings and concerns
- Requiring all parties (college-industry-student) to interact in ways that revealed points of view, values and "real" behavior toward disabled individuals
- Promoting a climate for the examination and critique of attitudes, beliefs, and behavior exhibited by all parties relating to the employment of disabled individuals

Participants also were asked to:

- Identify and examine factors they considered in arriving at the solution (see examples below)
- Identify those they would need to work with to implement the solution
- Analyze aspects of the solution that were concerned with peoples' attitudes and/or emotions

The small group, problem solving techniques used in the heterogeneous groups of industry personnel, community college staffs and students are outlined below.

EXAMPLE 1:

Nominal group technique (modified).[1] This technique brought all parties together to generate critical concerns regarding the employment of disabled individuals. Participants then ranked the list of concerns from "least" to "most important." Finally, project staff asked for solutions to some of the concerns, problems and scenarios that developed during the course of the workshop series. Examples of questions are:

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[1] Delberg, A.L., Van de Ven Van, A.H., & Gustofson, D.M., Group Techniques for Program Planning. Glenview, Ill., Scott Foresman, 1975.

1. Oftentimes personnel officers report that their attempts to hire disabled workers are thwarted by less than positive reactions from supervisors and potential co-workers. What approaches have you found to be helpful in achieving these objectives for disabled students?

2. Student personnel workers are faced with helping students choose an occupation and plan for its attainment. What specific approaches have you found to be helpful in achieving these objectives for disabled students?

3. The face-to-face interview between the disabled job seeker and the personnel officer is often an educative process for both participants. How does the disabled person present him/herself in a way that deals with the "asked" and "unasked" questions that an employer might have?

4. In hiring the disabled, it is sometimes necessary to modify working conditions to meet some needs of the employee. How does business/industry approach the task of modifying working conditions to accommodate the disabled?

5. To what extent do personnel officers make use of the community college job placement office to meet their firms' employment needs? What are the advantages/disadvantages to industry in using the job placement office as a source for hiring the disabled?

6. In many instances, businesses--especially large corporations--are concerned with their "public images." How does this concern conflict with hiring disabled people to fill positions where they will be visible to the public?

EXAMPLE 2:

Job placement simulation. Prior to one workshop, a community college placement officer was asked to send a disabled student to a company for a job interview. Although the job did not exist, the placement officer, the student, and the personnel director who participated were asked to act as though it were a "real" job. They were given guidelines for recording notes of their experiences which were analyzed and critiqued at the next workshop.

EXAMPLE 3:

Job development simulation. Prior to one workshop, two community college placement directors met with personnel officers from a major retail store and an advertising agency. College and industry personnel were asked to proceed as though they were engaging in an actual job development effort. College and industry representatives who participated in the simulation recorded their actions before, during and after their meeting together. The process and outcomes of this event were reviewed at the next workshop.

EXAMPLE 4:

Case study analysis. Workshop participants were provided with background material about several community college students who were disabled. The case study materials included signficant information on educational achievement, work history, skill development and nature of the disability. Participants were asked to respond to a series of questions related to the student's vocational potential, career paths, and modes of placement.*

EXAMPLE 5:

Employer orientation program. Participants were asked to design a step-by-step program that would orient employers to the occupational potential of handicapped individuals who had graduated from two- and four-year colleges. They were asked to consider occupational training programs offered by the college, jobs held by alumni who were disabled, and successful and unsuccessful efforts in placing students with varying disabilities.

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*See appendix for examples of case study profiles and questions used in analyzing profiles.

EXAMPLE 6:

Role reversal. To stimulate divergent thinking, the project led a role reversal activity at one workshop. Directions requested that participants respond to the question, "What would you do to facilitate the employment of the disabled?" College personnel were asked to respond as if they were business personnel, and business personnel as if they were college personnel.

CHAPTER III

DE-STEREOTYPING

A "stereotype" can be defined as a standardized mental picture held in common by members of a group, representing an over-simplified opinion, general feelings, or uncritical judgment, usually of a race, another group, or an issue. In many instances, stereotyping involves misconceptions about the abilities, lifestyles, and attitudes of individual members in the stereotyped group. It probably comes as no surprise to college counselors that stereotypes are often held of disabled individuals in terms of their intelligence, attitudes toward others, personal life, and emotional well-being.

The stereotypes discussed in this section relate primarily to the misconceptions held by employers that cause a narrowing of opportunities during the placement process. These misconceptions may arise from nondisabled persons' beliefs about how they would feel if they were disabled, for example:

--"I don't think I could take it. I'd probably kill myself."

--"I'd probably try to carry on as best I could."

--"I can't imagine it. I'm sure I'd be terribly depressed."

--"I'd be bitter."

College personnel who perform job placement activities need to anticipate issues and questions, resulting from stereotypes, that are potential obstacles in the employment process. In addition, they also need to be aware of their own stereotypical reactions--viewing employers as insensitive people who are cut off from the "real world" in which disabled people live. One does indeed discover that some employers have had little or no direct contact with disabled individuals, but others have had many direct experiences with people with handicaps. In fact, some employers are disabled themselves.

The use of the word "employer" also needs clarification. The term has come to identify not only those individuals who make final hiring decisions, but includes all those who contribute to the making and/or implementing of company employment policies which ultimately are reflected in the people the company hires. This group might include high-echelon executives, personnel managers, personnel interviewers, line supervisors and department managers, and sometimes even rank and file workers. Therefore, one cannot generalize about the hiring policy of a company based only on the negative actions of a personnel interviewer, or anticipate a positive reception from a line supervisor just because of statements made by a personnel manager.

As a result of participating in special job development conferences or workshops, some employers may have become more aware of the broader issues surrounding the hiring of disabled individuals. They may have been provided with facts which help destroy myths, e.g., hiring disabled people causes a rise in insurance rates; unions do not cooperate in changing job specifications; and productivity will decrease. Even with such knowledge, an employment manager may not have experienced direct personal contact with disabled job applicants. Often it is during the placement process--specifically, the job interview--that the employer, because of his/her background, is affected by doubts, prejudices, and lack of knowledge about a disability and its effects. Questions may arise in the employer's mind when considering an applicant with a specific disability. What follows are examples of misconceptions held by employers and suggestions for dealing with them.

MISCONCEPTION: "ALL DISABLED PEOPLE HAVE THE SAME LIMITATIONS"

A common mistake is to place in a single category people with different kinds of disabilities, and therefore different needs, interests, and abilities. The man in a wheelchair, the woman whose hearing is partially impaired, the totally blind person, and the student with epilepsy are looked upon as being disabled and therefore all alike. Each disability, however, is different, not only in kind or origin, but in terms of its severity and the extent to which it imposes physical limitations. Two individuals with the same disability, affecting them with similar severity, have different backgrounds and personalities and therefore use different means of coping with the world around them.

If employers focus only on common limitations due to disability, they should be reminded that many limitations are more imagined than real. The man in the wheelchair, the woman whose hearing is impaired, the totally blind person, and the student with epilepsy may all be able to perform the same functions on similar jobs if appropriate accommodations are made at the work site. The fact that they use different strategies demonstrates they are no different from nondisabled employees who use different approaches to perform the same job function.

One of the most effective ways to correct the misconception that "all disabled people are alike" is to refer to information, in lay terms, about the different types and degrees of severity of disabilities, their origins (if known), the different methods used in rehabilitating individuals with these disabilities, the functional limitations imposed by various degrees of disability, and the coping strategies which different individuals use.

The reader is referred to the following sources for descriptions of physical disabilities and their vocational implications:

Wright, Martha. PHYSICAL DISABILITY: A PSYCHOLOGICAL APPROACH. New York: Harper & Row, 1960.

A SURVEY OF MEDICINE AND MEDICAL PRACTICE FOR THE REHABILITATION COUNSELOR. U.S. Government Printing Office, Washington, D.C.: Stock number 017-012-00105-0, 1969.

The nature and extent of physical limitations will vary with the kind and degree of physical impairment. However, one should not reinforce the belief that the more severe the handicap, the more limited the individual will be in terms of performing any one specific job. In the same vein, physical disability and attendant limitations do not necessarily imply inability to perform certain job functions. Physical limitations may be compensated for by rearranging job tasks, modifying jobs, employing adaptive devices, and making other special arrangements. Also, the degree of physical impairment may be subject to change.

Rehabilitation agencies and hospitals have different systems for classifying disabilities in terms of severity. The Veterans Administration's "Schedule of Disabilities" is one example of how an organization rates disabilities--e.g., "slightly," "moderately," and "severely."

The figure on the next page explains how and why the Veterans Administration rates disabilities. Note that the Veterans Administration rating schedule is based only on how severe or slight a disability is, taking into consideration some of the real physical limitations which accompany it. Its system does not in any way comment upon the potential or ability of individuals to perform successfully on any job.

Other agencies and organizations have their own systems of classifying disabilities. The amount of assistance, e.g., financial or counseling, given to disabled clients by rehabilitation and/or social agencies often depends on their unique disability rating system. Although clients and their counselors should be realistic about the physical limitations which a disability may impose, they should also be aware of the many disabled people who are performing successfully in a wide variety of occupations. The figure titled, "JOBS HELD BY 100% DISABLED YOUNG VETERANS" may be used as an illustration to show what a "severely" handicapped individual is capable of doing. As stated elsewhere in this document, such lists should not be construed as implying that an individual having a particular disability ought to be matched with a specific occupation or is limited in any way to that or any other type of occupation.

HOW THE VETERANS ADMINISTRATION RATES DISABILITIES*

> The classification of slightly, moderately, or severely disabled is based on the VA rating of all the veterans' disabilities. Since the VA usually does not consider persons with less than 30% disability rating eligible for its vocational rehabilitation program, we define 10% or 20% rating as slight. From study of the VA rules for assigning ratings to various disorders, we consider 30 to 50% "moderate" and 60 to 100% "severe"...

The VA ratings are based on the Schedule of Disabilities--a detailed list of disabilities and the percentage rating for each. For example, the Schedule states that loss of both feet is to be rated 100%. The VA explains the concept used in deciding what disabilities were assigned a 100% rating on the schedule: "Total disability will be considered to exist when there is present any impairment of mind or body which is sufficient to render it impossible for the average person to follow a substantially gainful occupation." The 100% rating is not necessarily permanent--the rating will be reduced if a VA rating board determines that clear improvement of the disabling condition has occurred.

In many cases, an individual rated 100% disabled by the VA is able to work.

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*This information was excerpted with permission from Wanted: Jobs with fair pay for veterans with Disabilities, by Thurlow K. Wilson and John A. Richards. Human Resources Research Organization, Alexandria, Virginia, December 1974. (U.S. Department of Labor Manpower Administration; Office of Research and Development, Washington, D.C. 20210, Grant 21-51-73-46.

JOBS HELD BY 100% DISABLED YOUNG VETERANS

Nature of Disabilities	Activities Veteran Considers Moderately or Greatly Limited	Job Held
Amputation of both feet	Walking, standing, lifting, working overtime	Heavy equipment driver for construction company
Amputation of both feet, partial impairment of the visual field	Walking, standing, lifting, using public transportation	Helps run big game checking station for State fish and game commission
Amputation of both feet, arterial hypertension	Walking, standing, lifting, handling small objects, using public transportation	Dispatcher for police department
Amputation of both feet, paralysis of peripheral nerves	Walking, standing, lifting, using public transportation	Draftsmen for defense supply contractor. Employer Arrangement: Special parking
Amputation of a hand and foot, fixation of three fingers of one hand, injury to thigh muscle, removal of testis	Walking, standing, lifting	Scalehouseman, weighing trucks in and out for oil refinery
Amputation of forearm, blindness in one eye, scars on head, muscle injuries to leg and shoulder girdle	Walking, standing, lifting, handling small objects, working overtime and under pressure, meeting people	Clerk and shelf stocker in grocery store. Employer Arrangement: Reduced time work schedule
Amputation of leg at thigh, removal of testis, injury to leg muscles, skin scars	Walking, lifting	Farmer, self-employed
Amputation of leg near knee, injury to muscles of pelvic girdle	Lifting	Loan officer at a bank
Bone inflammation (Osteomyelitis), impairment of thigh bone and upper bone of the arm	Walking, handling small objects, driving a car, using public transportation, working overtime, working while seated, working under pressure and with people	Radio-teletype operator for state highway patrol
Bone inflammation (Osteomyelitis)	Walking, standing, lifting, driving a car, using public transportation, working overtime, working while seated	Clerk for soft drink company
Impairment of thigh bone, impairment of bones of lower leg	Standing, lifting, driving a car, working overtime	Clerk in parts department of farm machinery manufacturer. Employer Arrangement: Rest periods, and minimum overtime work
Loss of movement of spine	Walking, standing, lifting, driving a car, using public transportation, working overtime, working while seated	Earth moving equipment operator for dirt contractor
Tuberculosis	None	Salesman in retail audio equipment store
Rheumatic heart disease	Standing, lifting	Truckdriver for trucking company
Pernicious anemia	None	Stock clerk in grocery store
Brain disease due to trauma	Walking, standing, lifting handling small objects, driving a car, working overtime, working under pressure and with people.	Office manager at a state college

(In the chart above) we describe 16 young veterans with 100% ratings who are working—their disabilities, activity limitations resulting from the disabilities, the jobs they hold, and any special adjustments or arrangements their employers made to make it easier for them to work with their disabilities. These men are typical of the 100% disabled employed veterans since they were randomly selected from this group. Notice that these 16 men are performing a variety of jobs and usually without special employer assistance. However, these specific jobs are not necessarily suitable jobs for people with these handicaps.

Wilson, & Richards, ibid. 1974

Somewhat associated with the misconception that groups all disabled people together is the notion that disabled people can perform successfully only in those jobs that are either routine and/or stationary. Although some handicapped individuals do require positions which are essentially stationary and/or routine in nature, many, including those who are wheelchair-bound, are visually impaired, or have cerebral palsy are often quite capable of meeting the physical demands required by many jobs. Studies show that many jobs or equipment do not need to be modified to accommodate disabled employees. When special arrangements are necessary, both the disabled applicant and the job placement director may serve as a creative resource to employers for ways to rearrange tasks, eliminate unnecessary job specifications, or make certain modifications in the work environment.

MISCONCEPTION: "PEOPLE WITH OVERT DISABILITIES CANNOT WORK IN JOBS IN WHICH THEY HAVE DIRECT CONTACT WITH THE PUBLIC SUCH AS IN A SALES POSITION"

There are a number of beliefs related to the "strain" precipitated by the interaction of disabled employees with their able-bodied co-workers and with the public at large. One manifestation of this conception relates to the placement of a disabled employee in an organization--out front or in the backroom.

While the reality of this attitude exists--grounded to an extent in feelings that disabled people should not be seen in public--it can be explained to employers that disabled people are currently employed

ATTRACTING TOO MUCH ATTENTION

The personnel officer of a large department store states that throughout his store handicapped people are employed in a variety of situations: addressographing, machine operating, wrapping and packing. When asked why there were no disabled people directly involved in selling, he indicated that there were real limitations in the ability of a disabled person to perform all of the tasks required for a floor sales position: e.g., going to the stockroom, arranging merchandise, going back and forth between several floors, getting from the sales floor to the staff lounges. In addition, the personnel officer expressed a concern with "image" and stated, "We don't want to hire a person who is going to attract more attention than the merchandise." When questioned further, however, he could not describe exactly what "special image" his company had or even whether the store really had an image.

in sales positions in many stores, and the public is not always aware of the impairments. It is likely that many more disabled individuals are employed in sales positions in smaller, specialized shops than in large department stores. In fact, many disabled people successfully own or manage stores themselves. Finally, there is a very good chance that the disabled job applicant probably has already worked in a public contact job which he or she could describe to the prospective employer.

WHAT DOES WALKING ON CRUTCHES HAVE TO DO WITH SELLING CAMERAS?

"I walk on crutches and find it very hard to stand for long periods of time, but I'm also a camera buff and I got a job in a department store selling cameras. Now when you sell cameras you have to stay in one spot for a reasonable length of time so it was really no problem in terms of getting a stool. I sat on a stool and I sold cameras over the counter. The poor customer had to stand but I didn't. I sat in one spot for a very long time but you're talking about a very complicated piece of machinery. I have a client now who is a jewelry salesman and as a result of an industrial accident, he cannot stand for a long time. There should be no reason why he can't get a job as a jewelry salesman selling jewelry which also takes a lot of time standing in one spot. So it's really a question of commitment on the part of the employer to make whatever kinds of modifications can be made. It's really a very simple thing. Usually it's a very easy thing to do with a little bit of imagination and some commitment on the part of the employers."

--former camera salesperson, now a college
job placement officer

MISCONCEPTION: "DISABLED EMPLOYEES FREQUENTLY HAVE PSYCHOLOGICAL PROBLEMS THAT INTERFERE WITH THEIR OWN WORK AND THAT OF THEIR CO-WORKERS"

Often non-disabled individuals project onto disabled people what they anticipate their own emotional state would be if they were to become disabled. Anticipated are such thoughts, feelings and behaviors as resentment, withdrawal, manipulation, and dependence. These expectations regarding disabled individuals are unfortunately perpetuated when there is limited contact between the two groups. What is even more unfortunate are negative experiences with a disabled person which are used to reinforce previously held stereotypes. In this context a personnel manager vividly recounted the following situation where an individual used an orthopedic disability to manipulate other employees to do her work:

> This woman requested to be promoted to fill a job vacancy which required her to perform tasks involving much more movement. She was highly qualified for this job and indicated she would be able to perform the new tasks. She was promoted. However, once she moved into the new job, she began to ask fellow employees to do tasks for her that required walking from one area to another. Also, she would call the personnel office and ask, "Can't someone else get this signature? I'm awfully tired. My leg hurts today." Or she would say, "My boss always seems to ask me to get up."

Initial negative interactions between an employer with limited experience with disabled workers and a handicapped employee may have a direct and lasting impact on the employer's feelings about disabled people as a group. An employer who has had an unsuccessful encounter with a disabled individual may become wary of hiring anyone having a disability. Of course, a double standard is involved here: After all, some non-disabled employees cause many problems in any organization but they are certainly not excluded as a group from future employment. Therefore, it will be important to remind employers about the unfairness and illogicality of generalizing from limited experiences.

Finally, the college placement officer also needs to recognize that there are two kinds of stereotypes regarding people with disabilities. One is a general stereotype shared by most non-disabled people regarding individuals with disabilities. The other is idiosyncratic and reflects the experiences, or lack of them, of the individual employer. The job placement officer and the disabled student need to recognize and attempt to deal with both by creating a climate in which the employer can ask the "unasked" questions for which accurate information can then be supplied.

CHAPTER IV

ACCOMMODATIONS: FAMILIARIZING THE EMPLOYER WITH ALTERNATIVES

In discussions with employers about special accommodations--either equipment modification, architectural redesign, or procedural arrangements--job placement people should stress that the majority of disabled workers require few, if any, on-the-job physical accommodations, and most of these changes are usually simple ones such as widening doors, installing ramps, and raising or lowering desks or workbenches. In many situations, the State Office of Vocational Rehabilitation will pay for these modifications.

Why then an extensive section on a subject which focuses only on accommodation? Might dwelling on the subject of accommodation in conversations with employers lead them to assume that all disabled workers will require it? There are two reasons. First, the Rehabilitation Act of 1973 has made accommodation a central aspect of Affirmative Action. Secondly, more and more severely disabled people are gaining access to the college campus and to the employment world. Thirdly, recent research indicates that many employers are very willing to make needed accommodations if they believe that in return they will be obtaining an effective worker. Often, the accommodations are so successful that they are adopted for non-disabled workers as well. What employers and job placement people seem to need is more information about how to accomplish modifications. This section establishes procedures for obtaining that knowledge, although some of the information is still not easily accessible. For example, we are not able to refer the counselor or employer to any one complete source, preferably illustrated, of descriptions of a wide range of job and equipment modifications. At conferences held on employment, job placement people are frequently instructed: "Be able to describe different kinds of job modifications and the most modern adaptive devices to employers." Yet, such descriptions are not available in a form--under a single cover--which can easily be displayed or presented during job development or job placement activities. Agencies which deal with different types of disabilities publish brochures on equipment used only by people in the particular disability group they serve.

Photographs of people working in modified job situations are even more difficult to find. Mostly, such photographs are used to illustrate articles in rehabilitation journals and magazines. Even then, there is not a wide enough sample showing people with different types of disabilities performing a variety of jobs. It is realistic to say that job placement personnel and employers must expect to seek out much of this information by themselves.

State and local laws vary with regard to modifications. Although New York State does not explicitly mandate accommodation, the Division of Human Rights of New York State, in investigating complaints for failure to hire disabled candidates, will attempt to determine expenses involved in making modifications and to explore whether state rehabilitation agencies can provide funds. If such funds are available, the Division might require the employer to make structural changes on the premises or modify job tasks or equipment to permit the hiring of disabled job candidates.

While reading this section, please keep in mind that the individual with a physical impairment may be far better qualified to inform employers about what is needed to restructure a job or to rearrange job tasks than either employer or placement officer. There are many instances where the techniques disabled people have developed in the performance of certain job functions, as a result of physical limitation, have been adopted for use by all workers because the techniques proved to be easier and more efficient.

A Better Way

The director of an organization which develops jobs for disabled people says that he tries to stimulate people to think in new ways about how nonessential many "essential" job functions are in the work world. He is disabled himself, having lost his right arm in World War II. In speaking frequently to groups of businessmen, he offers them this example:

> This morning, when you tied your tie--those of you who are wearing one, did you use one hand or two hands to tie it? Now I lost my right arm in World War II, and I have to tie mine with one hand, and I can do it probably as quickly and as easily as you people can with two hands.
>
> How about your shoelaces? Most people would say you need two hands to tie your shoelaces, but why? Chances are, most of you have never tried to do it with one hand, so you don't know if you can do it or not. Just think, you people still have both hands. If you learned how to tie a shoe with one hand, you could then tie both shoes at the same time and look at how much time you would save getting dressed in the morning.

COMMUNICATION BETWEEN THE JOB PLACEMENT OFFICER AND EMPLOYERS

By the time a student is ready for placement, it is assumed that the job placement officer has assessed the student's capabilities and academic record. The officer can then provide the employer with background information that stresses the positive attributes but acknowledges the real limitations resulting from the student's disability. Prior to the initial student-employer interview, the college placement officer also should be able to answer questions which an employer may raise regarding the disabled student's work potential and the need for accommodation. Placement officers will frequently need to advise employers of techniques for sensitively exploring with disabled applicants options, such as modifications, that will enhance the probability of their being hired.

Although the issues, problems, concerns and possible solutions discussed in this section are usually specific to the topic of accommodation, we also include information designed to aid counselors who must provide other kinds of assistance--such as sensitization--generally offered during job development activities. For example, the job placement officer may deal with line supervisors who have had less experience than personnel managers in working with disabled people. Consequently, the college representative will need to develop approaches in the placement process which raise the awareness levels of this managerial group.

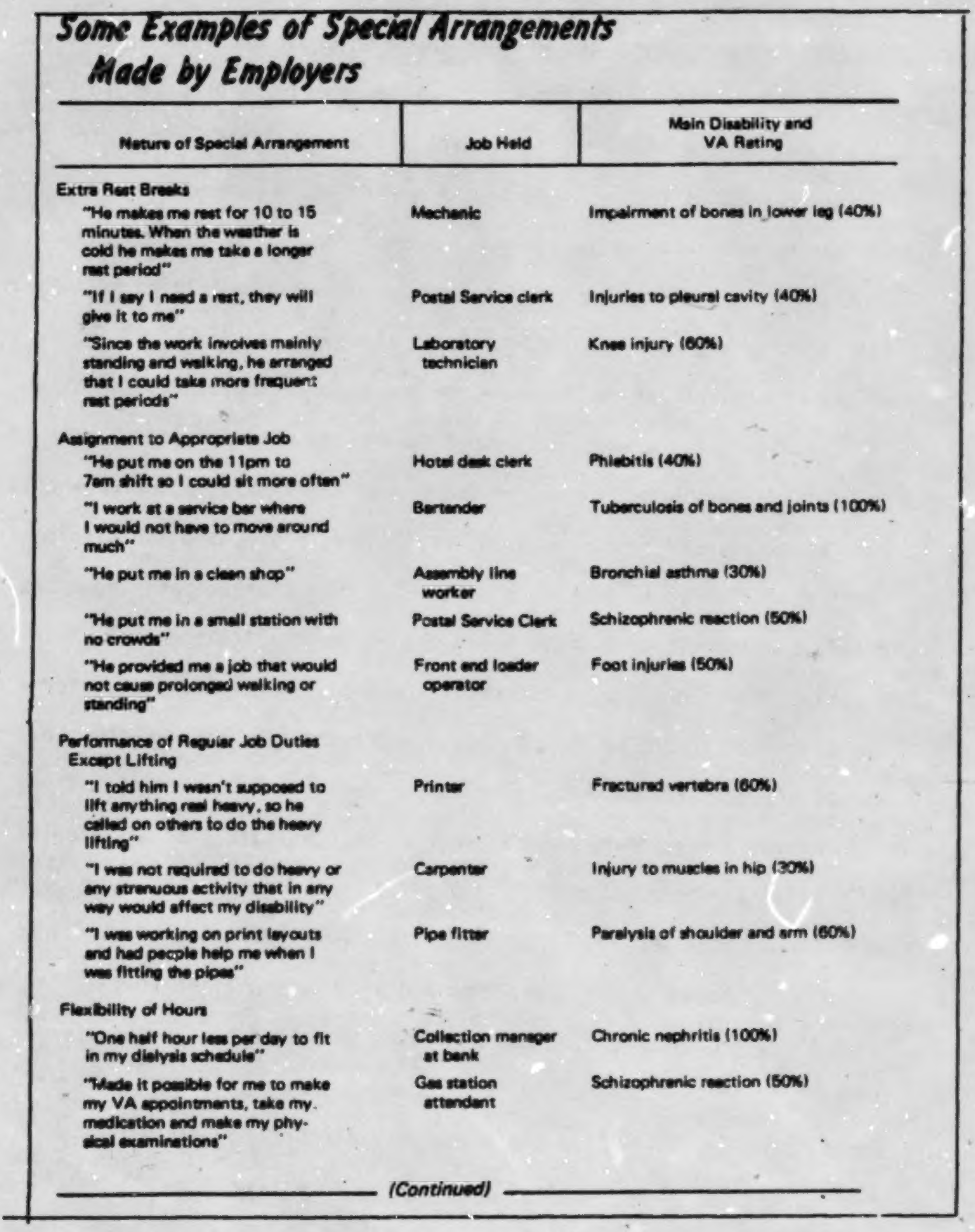
Initial Contact with an Employer

In the initial contact with an employer about the possible placement of a disabled client, the placement officer should be prepared to discuss, in a positive manner, physical limitations and special needs of the client which, when satisfied, will make both worker and employer feel that the job can be performed efficiently. A normal concern of the employer is, "But how?" A good approach for job placement personnel is to anticipate this concern and with the assistance of the disabled applicant offer a number of options before the employer needs to articulate the question.

Employers are always interested in keeping productivity levels high, and most workers want to perform their jobs well. Special arrangements such as extra rest breaks, flexibility of work hours, and the elimination of strenuous physical tasks can be an effective means of helping disabled people to maintain production loads which are equal to those of their non-disabled co-workers. Such accommodation can even enhance job performance. The counselor should be able to provide the employer with examples of actual arrangements made by other employers in various work situations.

Again, a cautionary note is needed; when using a list of examples of special arrangements made by employers (see Figure 4.1), the placement officer and employer should be aware that these special accommodations could apply to any disability. One needs to be sensitive to the fact that the use of such a list may be viewed by some as fostering stereotyped thinking. Consequently, the emphasis should be on the process of identifying and installing the needed modifications on an individual basis. The key is creativity, not slavery to a list.

Figure 4.1



Some Examples of Special Arrangements Made by Employers

Nature of Special Arrangement	Job Held	Main Disability and VA Rating
Extra Rest Breaks		
"He makes me rest for 10 to 15 minutes. When the weather is cold he makes me take a longer rest period"	Mechanic	Impairment of bones in lower leg (40%)
"If I say I need a rest, they will give it to me"	Postal Service clerk	Injuries to pleural cavity (40%)
"Since the work involves mainly standing and walking, he arranged that I could take more frequent rest periods"	Laboratory technician	Knee injury (60%)
Assignment to Appropriate Job		
"He put me on the 11pm to 7am shift so I could sit more often"	Hotel desk clerk	Phlebitis (40%)
"I work at a service bar where I would not have to move around much"	Bartender	Tuberculosis of bones and joints (100%)
"He put me in a clean shop"	Assembly line worker	Bronchial asthma (30%)
"He put me in a small station with no crowds"	Postal Service Clerk	Schizophrenic reaction (50%)
"He provided me a job that would not cause prolonged walking or standing"	Front end loader operator	Foot injuries (50%)
Performance of Regular Job Duties Except Lifting		
"I told him I wasn't supposed to lift anything real heavy, so he called on others to do the heavy lifting"	Printer	Fractured vertebra (60%)
"I was not required to do heavy or any strenuous activity that in any way would affect my disability"	Carpenter	Injury to muscles in hip (30%)
"I was working on print layouts and had people help me when I was fitting the pipes"	Pipe fitter	Paralysis of shoulder and arm (60%)
Flexibility of Hours		
"One half hour less per day to fit in my dialysis schedule"	Collection manager at bank	Chronic nephritis (100%)
"Made it possible for me to make my VA appointments, take my medication and make my physical examinations"	Gas station attendant	Schizophrenic reaction (50%)

(Continued)

*Wilson, Thurlow R., and Richards, John A. Wanted: Jobs With Fair Pay For Veterans With (Dis)abilities, 1974.
Reprinted with permission of the Human Resources Organization, 300 North Washington Street, Alexandria, Va. 22314

Figure 4.1, Continued

Some Examples of Special Arrangements Made by Employers *(Continued)*

Nature of Special Arrangement	Job Held	Main Disability and VA Rating
Flexibility of Hours *(Cont.)*		
"I didn't have to worry about my losing my job if I missed work"	Bartender	Duodenal ulcer (70%)
"When I had my operation they extended my leave-without-pay status"	Clerk	Limitation of motion of spine (40%)
"Part time work instead of usual full time"	Bookkeeper	Varicose veins (20%)
"Because of the cold, my arm and hand would pain me, so I would be able to take the winter off and come back in the summer"	Truck driver	Loss of movement of one hand (100%)
Change of Duties		
"I was hired as an installer, but was then offered an inside job because of disability"	Telephone repairman	Injuries to hip muscles (50%)
"I've been changed from some operations which require greater dexterity than I possess"	Machinist	Paralysis of hand (70%)
"I was working 55 to 65 hours a week as a buyer. My boss switched me to 40 hours in Accounts Payable"	Bookkeeper	Multiple sclerosis (90%)
Special Equipment		
"He put in telephone horns so I could hear the phone ring"	Foreman	Hearing loss (30%)
"He supplied visual aids"	Laboratory technician	Loss of one eye and other impaired (100%)
"I had hydraulic tailgate on my truck"	Delivery truck driver	Lumbosacral strain (10%)
"My employer makes arrangements for heart patients to use forklifts, electric floor jacks, etc"	Roll feed press operator	Arteriosclerotic heart disease (30%)
"I could use different types of distillates for the cleanup work after installing the glass"	Glass installer	Eczema (50%)
Other Special Arrangements		
"He told me not to push myself, just to work at my own speed".	Apprentice mechanic	Psychotic reaction (80%)
"Changed my parking place closer to the plant"	Order clerk	Amputation of leg at thigh (70%)
"He was very understanding about me sitting rather than standing during my work"	Orthopedic appliance maker	Amputation of both feet (100%)

WIDE RANGE OF ACCOMMODATIONS

There are several ways employers can accommodate a disabled worker. Depending on the applicant's disability and the environmental and social factors connected with the job site, the employer may need to arrange to purchase adaptive equipment, to modify the physical environment by redesigning the architecture of the job site or to alter environmental conditions like temperature, humidity, and noise, or simply to redistribute tasks among different employees (procedural modification). Some modifications are expensive to implement. However, the job placement counselor should inform the employer that there are agencies and organizations within the community, both governmental and private, which can provide technical and/or financial assistance.

Often, the combined ingenuity of the employer, the job placement person, and the disabled student may result in a strategy that will lower the costs for modifications or eliminate the need for tapping outside resources.

Re-examination of Job Specifications

Job specifications are usually broad in scope and describe a number of tasks which workers are expected to perform. Within any job description there are primary components and secondary components. Very often it is reasonable to expect that some of the secondary components will be changed to accommodate disability. Disabled workers should be asked to perform the most important components of the job and not be excluded because of those that are peripheral or non-essential.

Job placement people should be sufficiently knowledgeable so they can help employers re-evaluate job classifications with an emphasis on modifying certain job specifications. For newly created jobs, this review could be accomplished at the outset in the job design stage. An employer should examine those functions which are absolutely necessary for each position and eliminate those tasks which are not essential.

JOB REDESIGN AND MODIFICATION

From the field:

The personnel director for a hospital compares the employment of the disabled population to those of minority groups and especially to the problems of the unskilled, less educated worker. She emphasizes the necessity for job redesign and modification within the context of financial constraints and changes in the demands for workers in the marketplace:

> As personnel manager, I look at the actual work that has to be done. I don't care what it's called, and I don't necessarily care what professionals in the field say is required to do that work. With health care employees, for example, we have some problems with state licensing and with the unions who set up criteria which I think are meant to perpetuate a small group of people in those fields. In the Sixties we could afford to hire the highest educated and make mistakes and then add another four people here and there to do some project. With the current economic situation, every employer is taking a better look. As we've retrenched, employees have had to become more flexible. We design jobs and make those jobs more interesting for people with limited education. Colleges need to talk to the people in the field, not read what it says about those fields in the Dictionary of Occupational Titles.

Reorganization of Work Tasks

Personnel directors often make changes in job duties, sometimes without involving line supervisors or department managers. For example, they may decide that some people are better suited to perform certain tasks than others. Sometimes these changes involve employees exchanging responsibilities or sharing tasks.

In Guidance, Counseling, and Support Services for High School Students with Physical Disabilities, the authors discuss the subject of changing job procedures ("procedural modification") to accommodate disabled people. This approach is also called job restructuring, job reorganization, systems change, and job factoring. The following example is offered:

> When an individual cannot perform a certain job task, it may be feasible to substitute that particular job task for another one. For example, in an office with several secretaries, the deaf secretary may assume some of the other secretaries' typing loads in exchange for their assuming the deaf secretary's 'share' of telephone answering...
>
> Procedural adaptations may also be necessary for persons who can perform a certain task but have limited stamina or must not overly exert themselves. For example, persons with cardiac conditions may be able to modify their daily work schedule in order to safely assume the physical demands of a job.*

An example from the field: Hiring a blind secretary. An employer describes how he was able to hire a blind applicant for a secretarial position:

> Initially, I could not figure out how the blind woman could do filing. When I informed my three other secretaries about the possibility of hiring the blind woman, one of them immediately volunteered to perform the filing duties, if the woman would do her share of the typing. This exchange in tasks satisfied her own needs because she did not particularly like to type. In this case,

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*Technical Education Research Centers, Inc., Guidance, Counseling, and Support Services for High School Students with Disabilities, Cambridge, Mass., 1977.

> co-workers were able to share in a decision-making process that resulted in an accommodation which permitted me to hire the woman and give her the opportunity to use her talents to the fullest degree.

An employer tells about hiring a partially sighted employee to work in a job which required frequent use of the telephone book. Realizing that the employee would not be able to accomplish this task in the usual manner, he consulted with the telephone company which arranged for the individual to use telephone information services at no additional costs to the employer.

Special Arrangements in Working Conditions

College placement officers can enhance the employability of disabled students if they present employers with a variety of examples of successful placements (see Figure 4.2). However, such lists will present only part of the picture; they should be used mainly to expand the knowledge of employers concerning career successes of individuals having a range of disabilities rather than to imply that these particular disabled people can perform only those functions. Sometimes the employer will need to make special arrangements that will enable the disabled worker to maintain a level of productivity consistent with that of co-workers. It may happen that neither the placement officer, job applicant, nor the employer will know what special arrangements are needed until after an individual has been hired. Additionally, during a new employee's on-the-job "orientation," the line supervisor and/or the disabled worker may become more aware of the need for accommodation.

Figure 4.2

EXAMPLES OF SUCCESSFUL PLACEMENTS[*]

Disability	*Occupations*
Quadriplegia	*Business Administration; Insurance Management Trainee; Traffic Rate Clerk; Programmer*
Paraplegia	*Engineering Estimator; Purchasing Agent; Personnel Assistant; Brokerage Clerk; Diamond Cutter*
Cerebral Palsy	*Varitypist; Records Clerk; Actuarial Trainee; Hospital Case Investigator; University Instructor*
Amputation	*Occupational Therapy Aide; Construction Foreman; Distribution Specialist*
Left Hemiplegia	*Accountant; Collection Clerk; Manuscript Reader*
Right Hemiplegia	*Draftsman; Assistant Bookkeeper; Auditing Assistant*
Multiple Sclerosis	*Precision Technician; Architect; Economics Research Assistant*
Multiple Dystrophy Dystrophy	*Student Loan Clerk; Claims Examiner; Medical Records Clerk*
Others[**]	*Film Editor Technician; Scale Maker; Switchboard Operator; Adjudication Clerk*

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[*] Adapted from Rozalind Zuger, "To Place the Unplaceable," Journal of Rehabilitation, November-December 1971, p. 23. Reprinted with permission.

[**] Includes Reconstructive Facial Surgery, Spina Bifida, Cerebellar Ataxia, Rheumatoid Arthritis.

Adaptive Devices and Equipment Modification

Job placement officers and employment managers need to have a general knowledge of the different kinds of adaptive equipment that are available.

> An employment manager for a bank believes that blindness would be a problem in performing certain jobs in his company: "We're constantly working with client budgets and estimates. Since the job calls for working with figures and using calculating machines, how would a blind person be able to perform these tasks?"

For this manager, an awareness of the "talking calculator" would enable him/her to be more responsive to visually-impaired individuals seeking jobs in the banking field.

Figure 4.3

EQUIPMENT MODIFICATION*

There are a variety of ways in which equipment can be modified for persons with physical impairments. (In most cases, equipment which is modified can still be used by able-bodied persons.) Some examples are:

- A hand lever may be substituted for a foot lever if the client has limited mobility of the lower extremities.
- If a person can exert only limited pressure of the hands or arms, power-assisted controls can be substituted, or a control can be lengthened to provide greater leverage, thus necessitating less force for operation.
- Switchboards can be converted to provide audible signals rather than light signals.
- Electronic test equipment which has a visible display can be adapted to provide a braille display.

Continued on next page

- Equipment producing sound signals can be converted to provide visual signals.

- Equipment can be raised or lowered to bring the work within the reach of an individual who, for example, is of short stature or uses a wheelchair.

- Machines can be fitted with guide plates or guide stops so that the visually impaired person can position work materials and locate specific points on the materials.

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*Reprinted with permission from Guidance, Counseling, and Support Services for High School Students with Physical Disabilities, p. 371.

Booklets and brochures which describe modern adaptive devices or equipment for use in a variety of work situations can be ordered--usually free of charge--from agencies and organizations which serve the different disability groups. As stated earlier, there is no one source with a complete list of descriptions of adaptive equipment for all disabilities or even disability groups. In some instances, one must acquire information directly from manufacturers such as the Bell Telephone system which produces equipment for both visually and hearing impaired employees. For example, one of the most promising adaptive devices for blind workers is the "Kurzweil Reading Machine" which, through the joining of an optical scanner and a mini-computer actually reads printed matter out loud in a synthetic voice.

The employer or placement officer also may want to contact community agencies and organizations for assistance in purchasing or renting equipment needed to accommodate a disabled worker at the job site.

The following directories contain lists of national organizations and agencies for brief descriptions of some of the brochures and services offered.

- RESOURCE CATALOG FOR INDEPENDENT LIVING Summer 1977

  Order from: Disabled Student Service Center
  San Francisco State University
  1600 Holloway Avenue
  San Francisco, California 94132

  $3.50 per copy (includes postage)

- DIRECTORY OF NATIONAL INFORMATION SOURCES ON HANDICAPPING CONDITIONS AND RELATED SERVICES December 1976

  Order from: Clearinghouse on the Handicapped
  Office for Handicapped Individuals
  Department of Health, Education, and Welfare
  Washington, D.C. 20201

- FEDERAL ASSISTANCE FOR PROGRAMS SERVING THE HANDICAPPED 1977

  Order from: Office for Handicapped Individuals
  Department of Health, Education and Welfare
  Washington, D.C. 20201
  Publication Number: DHEW Pub. No. (OHD) 77-22001

- GUIDANCE, COUNSELING, AND SUPPORT SERVICES FOR HIGH SCHOOL STUDENTS WITH PHYSICAL DISABILITIES 1977

  Order from: Technical Education Research Centers, Inc.
  44 Brattle Street
  Cambridge, Mass. 02138

  $12.75 per copy

Issues and Concerns in Planning Accommodations

When removing physical barriers to buildings and job sites, or when modifying equipment, working conditions or job functions, the concept of "reasonable accommodation" may become a concern. It is the word "reasonable" that especially lends itself to interpretation. A well-experienced job placement director of a rehabilitation center offers a cogent perspective of the issue:

> What's reasonable? For example, IBM has something like 2.5 million square feet of space--is it reasonable to expect even IBM to make all that space accessible? However, it is considered reasonable to provide a thermos flask for water on one's desk rather than entertaining the costliness of lowering a water fountain.

Another issue revolves about the expense of making accommodations. Unfortunately this concern is sometimes viewed in a polarized context with only the terms high-cost vs. low-cost accommodation being used to describe the alternatives. A vocational rehabilitation expert gives his view:

> I do not believe there is a "high-cost accommodation." Even if an accommodation costs $10,000, measure that against the potential earning life of the person over 30 to 40 years at an average annual salary of $15,000 to $20,000 or more. The cost factor is used as a "red herring" to conceal negative attitudes toward disabled workers. Indeed, the cost is almost always modest in relation to life earnings.

How expensive is "reasonable accommodation?" Not expensive at all according to Sears, Roebuck and Company. The following are portions of a letter on the subject from Paul Scher, Sears Rehabilitation Services Specialist:

> In the process of carrying out a survey of handicapped people at Sears, we asked our units to indicate when unusual accommodations had to be made. Here are examples of accommodations:
>
> - Six cassette tape recorders for six blind maintenance agreement telephone salespeople, $300.
>
> - Lowering desk, widening door, installing grab bars in lavatory for two-dozen catalogue order-takers in wheelchairs, $800.
>
> - Lowering work tables and installing grab bars in lavatories for two-dozen service technicians in wheelchairs, $300 to $600 (estimates).

> - Rental of IBM Typewriter with shield for clerk with cerebral palsy, standard rental charge.
> - Telephones with amplifiers for hard-of-hearing employees, $18 per installation plus 65 cents a month for rental.
> - Opticon for blind rehabilitation specialist, including training in its use, $3,800.
>
> We are contemplating the possibility of installing $12,000 worth of equipment in our computer department to allow six to eight blind programmers to function.
>
> It is our position that professional handicapped applicants, especially those trained by departments of vocational rehabilitation, should bring their own special equipment on the job.
>
> All new Sears units incorporate barrier-free features--virtually zero cost for handicapped employees.
>
> In short, almost all accommodations for handicapped people require minimal expense, easily absorbed by a company of our size. It has been our experience that in most instances the employment of people with handicaps requires no accommodation and no unusual expense.

Many modifications can be accomplished without extensive alterations to existing structures or equipment and with a minimum of "red tape." As indicated by the Sears, Roebuck approach, making modifications in large companies can often be made expeditiously even though policy changes must move through a number of channels.

In summary, there is an increasing tendency for those involved in planning and implementing job modification to drop the term "high-cost" and substitute "cost-effective," thereby suggesting that the money is well spent and will be returned many times over in the forms of taxes and financial contributions to the family and the community.

A GUIDE FOR PLANNING AND ACCOMPLISHING MODIFICATIONS

Job placement personnel sometimes need to serve as resources to employers who are considering modifications to buildings and/or job-related equipment. Some employers will need assistance only during certain phases of a modification project, while others may need more extensive help than we can outline here.

Step 1

Job placement personnel should have available a list of references on architectural and design accommodations for handicapped people. The first item listed below is an example of a publication focusing on one type of disability; these are usually distributed by agencies or organizations that serve a specific disability group. The other items listed below are more general treatments that cut across disability types.

GUIDELINES: ARCHITECTURAL AND ENVIRONMENTAL CONCERNS OF THE VISUALLY IMPAIRED PERSON (1977)

Order from: Committee on Architectural and Environmental
Concerns of the Visually Impaired
Committee of Interest Group Nine
American Association of Workers for the Blind (AAWB)
2454 Salem Place
Fullerton, CA 92635

General Sources:

BARRIER FREE DESIGN: THE LAW by Terence J. Moakley (1976)

This manual is directed to architects and engineers involved with building design. It explains and illustrates building code provisions for the physically handicapped under Public Law 90-480 in New York City and in the states of New York, New Jersey, Connecticut, and Pennsylvania.

Order from: Eastern Paralyzed Veterans Association
432 Park Avenue South
New York, New York 10016

ARCHITECTURAL ACCESSIBILITY FOR THE DISABLED OF COLLEGE CAMPUSES by Stephen R. Cotler and Alfred H. DeGraff

Although not directed at business and industry, most of the information is useful for modifications to any structures. The book includes criteria for modifications based on research on equipment used by disabled adults.

Order from: State University Construction Fund
194 Washington Avenue
Albany, New York 12210

HOW TO CONDUCT A BARRIER SURVEY

A checklist which will help people determine how much work a building will need to be made accessible.

Order from: Office to Promote Independence of Disabled Students
Activities Center
Memorial Hall
University of Georgia
Athens, GA 30602

BARRIER-FREE DESIGN: ACCESSIBILITY FOR THE HANDICAPPED by Phyllis L. Tica and Julius A. Shaw (1974)

This illustrated manual and checklist is directed to policy makers, administrators, architects, engineers, and contractors. It is based on the New York City Building Code and on additional recommendations from national and international sources experienced in providing services for disabled people.

Order from: Institute for Research and Development in Occupational Education
Center for Advanced Study in Education
The Graduate School and University Center
City University of New York
33 West 42nd Street
New York, New York 10036

BUILDINGS WITHOUT BARRIERS FOR THE DISABLED by Sarah P. Harkness and James N. Groom, Jr. (1976)

This book was written by architects for other architects to help them design facilities accessible to persons with physical handicaps. The needs of the different disabled populations are discussed at length to give architects a better understanding of the problems and to aid them in design decisions.

Order from: Whitney Library of Design
1515 Broadway
New York, New York 10036

Price: $10.95

Step 2

Employers, perhaps with the assistance of experienced job placement personnel, need to conduct a survey of their facilities to identify what architectural renovations or equipment/facility modifications are necessary to accommodate employees with various disabilities. Checklists, such as the one developed by the Institute of Rehabilitation Medicine, New York University Medical Center (See Page 49) and those contained in some of the books listed in Step 1 can be helpful. These checklists assist the employer in determining the extent to which a given work situation or environment presents a barrier to an individual employee.

Step 3

Job placement personnel may be able to provide employers with general information about the costs of modifying structures and equipment--installing ramps, lowering water fountains, brailling elevators, etc.--by consulting with the campus facilities officer or superintendent of buildings and grounds who was involved in evaluating the accessibility needs of disabled students on their campuses.

To arrive at a general estimate of potential costs, college personnel may advise employers to conduct a mini-survey of other companies and institutions which have made barrier-free modifications and renovations.

Step 4

If the employer needs to explore means for financing modifications, the placement personnel may recommend the following strategies:

- When the company is large enough to have an Equal Employment Opportunity Officer or Affirmative Action Officer, the personnel manager can consult the officer about qualifications for assistance under Federal guidelines. The officer can provide the personnel manager with detailed information about the following regulations:

--Section 503 of the Rehabilitation Act of 1973 requires that businesses, industry, and other private enterprises that hold contracts with the Federal government in excess of $2,500 only have to have an affirmative action policy; $50,000 or more, and 50 or more employees, they are required to have an affirmative action program.

--Section 2122 of the Tax Reform Act of 1976 (Public Law 94-455) allows taxpayers to claim a deduction of up to $25,000 annually for expenses incurred in removing architectural and transportation barriers to the handicapped.

This deduction must be based on qualified expenses for modifications which meet the Federal accessibility standards as stated in the "American National Standard Specifications for Making Buildings and Facilities Accessible to, and Usable by the Physically Handicapped," developed by the American National Standards Institute (ANSI).

--The Tax Reduction and Simplification Act of 1977 (Public Law 95-30) allows additional tax credits for the hiring of certain disabled people equal to $2,520 per new disabled employee.

- Personnel managers should check with higher echelon executives or the company's comptroller to determine whether the company can finance,either fully or partially needed renovations or modifications. Personnel managers should make company policy makers aware of deadlines for complying with Federal accessibility standards.
- Employers should consult with agencies and organizations serving the disabled to determine whether they can provide financial and/or other forms of assistance to make modifications. If the agencies/organizations cannot offer assistance, they may be able to refer the employer to other groups which do.

Step 5

The employer will need expert assistance in planning renovations and modifications. The organizations listed below publish literature and can be consulted on specific matters pertaining to making facilities accessible. Many of these groups have had long experience in working with architectural firms which specialize in removing barriers to the disabled. Consequently, they may be able to refer the employer to architects who are especially sensitive to the needs of disabled people. For example, architects specializing in the field will be sensitive to the fact that while some wheelchair-bound individuals may be able to push open a heavy bathroom door, others who have less strength will require a door that swings open more easily.

American Coalition for Citizens
with Disabilities
1346 Connecticut Ave., N.W.
Washington, D.C. 20036

American Institute of Architects
Department of Design
1735 New York Avenue, N.W.
Washington, D.C.

Architectural and Transportation
Barriers Compliance Board
U.S. Department of Health, Education
and Welfare, South Building, Room 1004
330 C Street, S.W.
Washington, D.C. 20201

Committee on Barrier Free Design
President's Committee on
Employment of the Handicapped
1111 20th Street, N.W.
Washington, D.C. 20210

First National Center for
Barrier Free Environment
7315 Wisconsin Avenue
Washington, D.C. 20407

Human Resources Center
Albertson, N.Y. 11507

National Center for a
Barrier Free Environment
8401 Connecticut Ave., N.W.
Washington, D.C. 20015

American National Standards
Department of Design
1430 Broadway
New York, N.Y. 10018

Step 6

Placement directors and employers will want to develop their own lists of organizations, agencies, and individuals who are knowledgeable about various aspects of planning and carrying out architectural renovations and equipment modifications. Often disabled employees or job candidates can be excellent sources of information both for ideas for designing and accomplishing modifications and for sources of funds for removing barriers.

CHAPTER V

DEVELOPMENT OF JOB SEEKING SKILLS

Many colleges sponsor workshops or seminars to help graduating students develop or strengthen job finding skills. These programs should not be confused with career development and orientation courses which students usually take at an earlier phase of their college training. (See section on Career Counseling for more information on this subject.) Student personnel staff frequently organize and structure the content for these job-seeking workshops (mini-courses, seminars, etc.) and oftentimes serve in the role of either instructor or facilitator, depending on the type of group. In programming such groups a variety of structures have been developed. For example, some meet on a regular basis--two to five times a week--for an entire semester. Others may meet once a week for a month, while others may involve no more than an open house one evening session. Most of these courses or workshops are voluntary, although more and more colleges are making some aspects of them mandatory.

The principle behind these courses and workshops maintains that getting a job involves skills which are teachable. These skills include:

1. Finding job leads
2. Selling oneself during the job interview (including making the interviewer feel comfortable)
3. Having undergraduate preparation that will result in marketable occupational skills
4. Evaluating oneself to identify one's abilities and interests

5. Learning how to deal with rejection and how to react to unsuccessful job-hunts

6. Relating attitudes about college training to attitudes about work (the "Instructor-as-Boss" concept)

Although we have referred to workshops, courses, and seminars, a combination of approaches and activities can help students achieve job seeking skills:

- Career education workshops
- Job internships
- Films and audio-visuals on career exploration and job seeking techniques
- Symposium
- Special counseling
- Voluntary job experiences
- Interview workshops which incorporate simulated interview exercises with peers and/or real employers and with the use of audio or video equipment to record and play back interviews
- Resume-writing workshops
- Job-finding clubs
- Job fairs
- Field-related experiences (such as visits to job sites)
- Part-time jobs on campus or elsewhere, carefully planned and followed-up with the counselor in order to learn from the experience

WORKSHOP PROCEDURES

Most of the skill-building techniques we have mentioned are applicable to both disabled and nondisabled students. In some cases, however, job finding activities need to be geared to the special needs of disabled students. In addition, the requirements of individuals in a group will frequently determine what issues they want to deal with.

A workshop may concentrate on the development of one skill such as learning how to write resumes or fill out job applications, or may cover the full range of activities which students are involved in when they are looking for jobs.

For example, some people may need aides to type their resumes. Or, a student with a severe speech impairment may need to learn how to use an interpreter or someone else to intervene in making initial telephone contacts with employers. Although they may have developed coping skills similar to these in the past, they may need to learn to adapt them to the job-finding process.

Disabled students who have had a limited number of (or no) previous working or job interview experiences may need to participate with their disabled peers in counseling groups which deal with affective concerns that relate to job seeking such as:

1. "How should I present myself in a way that will deal with the 'asked' and 'unasked' questions an employer might have?"
2. "How should I deal with a covert disability during job interviews?"
3. "How can I cope with the anxiety I may experience during the period while I am seeking employment? How can I deal with rejection and/or feelings of failure?"

Workshops may also include special components which will increase students' knowledge of:

- modern adaptive devices which relate to particular disabilities
- national and local self-advocacy and consumer groups composed of disabled people
- organizations and agencies which provide job placement services and financial assistance for modifying jobs, purchasing adaptive equipment for use at job sites, and removing architectural barriers
- laws which prevent employers from discriminating against disabled people in hiring or internal promotion activities

Whenever possible, disabled graduates should be employed in or invited to these workshops to help students deal with both the cognitive and affective aspects of the workshop topics. A useful strategy for the placement counselor in this connection is to keep a file of disabled graduates who are successful in their careers and who can be a resource to send disabled students to talk with, as well as a resource to visit the campus as experts about disabled students at work.

BUILDING JOB INTERVIEW SKILLS

Job placement personnel may use a number of activities to help students develop interview skills. Among them are the following:

- Formal instruction, when appropriate, using staff from other departments such as business or speech

- Viewing and listening to audio and video recordings (or the people themselves) of:

  --employers who describe what they look for in job applicants
  --disabled people who present analytical or informal accounts of successful and unsuccessful job interviews

Most valuable, however, is to experience actual or simulated job interviews and then debrief them in order to learn as much as possible from the experiences. The following sections describe such experiences.

INTERVIEW SIMULATION EXERCISES

A wide range of job interview simulation exercises are useful in workshop settings with disabled students:

- Students (and sometimes the group leader) take turns role playing the parts of employer and job applicants. In some instances, these interviews are videotaped (audiotaped for blind students) and played back so students can analyze their performance.

Peers are asked to provide feedback that will reinforce positive behaviors and support the development of new behaviors.

- An employer from business or industry participates in the simulation exercise or in the post-interview feedback session. (The simulated interview may be done in the workshop itself or at the employer's place of business.) For example, in addition to the student-as-employer exercise, one college has developed a "see yourself" simulation wherein a company representative conducts interviews with students. These interviews are recorded on video/audio tapes. Employers are present when the interviews are played back to the class. At that time, the group and then the employer discuss what went right and what went wrong in each of the interviews. As an option they may then select the best "candidate" for the job.

THE VALUE OF EMPLOYER PARTICIPATION

An opinion from the field:

Employer participation as described here is an excellent idea. These realistic contexts do more than provide the settings in which interviews take place; they stop the clock in a safe environment and permit students to identify nonproductive and counterproductive behavior for remediation, and productive behavior for emulation. Employers also profit from the learning experience of the students, by addressing their own interview behavior in the context of student learning.

--Michael K. Stimola
Professor, Counseling Division
Hostos Community College

- The "stress interview" is a strategy which many job placement people feel disabled students, in particular, can benefit from. The basis for such training is that not all interviewers will empathize with disabled people. In real life, disabled students will encounter employers who are hostile or impatient, who will ignore them or who will simply not know how to behave in the presence of a person with a disability. One placement director described a case in which he felt a stress interview was useful in teaching a student how to cope under such circumstances:

> She was a very self-sufficient individual who was able to travel to and from school on the subway and even held a part-time job. I didn't tell her beforehand, but I decided to give her a stress interview in front of the workshop group which included other handicapped students. I wanted to make a point to people in that group that a lot of employers will not be sympathetic. I really rattled her. But I made this point to her afterwards: "You have so many strong points, but you didn't stress them during the interview. I really put you down, and you should have come back. You know you have more confidence in yourself than you presented during that interview."

ON STRESS INTERVIEWS

An opinion from the field:

This reality is essential for students to experience, if only in the relatively safe setting of an in-house interview preparation. With sensitivity and trust, much of the unexpressed anxiety about such feared interviews can be addressed directly by students, to their own benefit. One expects, however, that by the time students get to job preparation training some of these anxieties would have been expressed and dealt with in counseling.

--Michael K. Stimola
Professor, Counseling Division
Hostos Community College

DEBRIEFING REAL AND SIMULATED INTERVIEWS

After actual or simulated interviews, the instructor or group facilitator may direct students to analyze different aspects of the interview process. For example, students may focus on the types of questions the employer asked:

- How much emphasis did the employer place on the technical skills of college training?

- Did the employer concentrate on the student's knowledge of the tools and equipment used in a particular industry?

- What did the employer want to know about the student's previous job experiences?

The facilitator may also ask students to recall their feelings during the interview and to focus on their perceptions of themselves as well as the interviewer. For example:

- Was the student nervous or comfortable? Which of the employer's actions or statements made the student feel anxious or comfortable?

- Was the employer anxious or relaxed? Is there anything specific the student feels s/he said or did that drew either favorable or unfavorable responses from the employer?

This process of debriefing helps students to become aware of their strong points, as perceived by peers, in ways that the student involved may not have recognized previously. The entire process provides support from peers and, under the leadership of a skilled facilitator, should increase the self-awareness and self-confidence of each participant, in addition to the development of specific job seeking skills themselves.

A JOB PLACEMENT SIMULATION

At a job placement conference* the workshop leader asked a community college job placement officer to send a disabled student to a company for a job interview. Although the job did not exist, the project staff asked all those involved -- placement person, student, and personnel officer--to act as if this were the "real" thing. The report summarizes what occurred and includes perceptions of those involved, including a full report written by the student.

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*See outline of CIPHER project at end of Chapter 2.

Prior to the interview all three participants were asked to take notes on aspects of their activities. The outline that the three role players were asked to follow in describing their experiences also may be useful in analyzing other real or simulated job interviews. (See "Note Taking Guide for Participants in Job Placement Simulations." Pg. 181)

After conferring with the college job placement counselor regarding the kinds of positions available at the company, the job applicant telephoned the employment manager to make an appointment for the interview. The manager had been informed that the woman was confined to a wheelchair. Since the applicant would need to hire a special van to transport her to the interview, the manager set up an appointment for a time that was convenient.

Prior to the interview, the employment manager held several conversations with the job placement counselor. Most of these communications involved exchanging information about job specifications for a variety of positions. The employment manager stated that if she planned to hire the candidate she would have written a letter to the union requesting the modification of some job specifications, e.g., because the Xerox machine buttons were inaccessible to the applicant, the specification would be changed to "keeping a log of machine use" instead of "running machine." (This action indicated the need for union involvement and sensitization.)

The employment manager made no special preparation for the interview, except to make sure the regular test materials were on hand. However, she did inform the counselor about accessibility problems and described the four entrances and which ones would be easiest to negotiate. The counselor informed the student in general that it would not be easy to enter the building, but decided not to tell the applicant precisely what each possibility was since she felt it might frighten the student.

NOTE TAKING GUIDE FOR PARTICIPANTS IN JOB PLACEMENT SIMULATIONS

Each of the three participants in a job placement simulation activity is asked to take notes on specific aspects of the job placement process. Afterwards, the placement officer may compare all three sets of notes and try to develop from them useful further insights for all three parties.

Job Placement Officer

1. What were your considerations in selecting an applicant for the job opening?
2. Describe the activities you undertook prior to meeting or contacting the student.
3. Describe your contact with the industry personnel office. What information was exchanged? How did you feel about the contact?
4. What activities did you undertake when you contacted or met with the student prior to the job interview?
5. Describe any post-interview activity.

Student

1. What occurred when you met with the job placement officer?
2. What preparation did you make before going on the job interview?
3. Describe the interview. How did you present yourself and your skills? What was your reaction to the interview process?
4. Describe any post-interview activities you undertook.

Continued on next page

Personnel Officer

1. Describe your contact with the community college placement officer and relate the information you exchanged. What was your reaction to the contact?

2. How did you prepare for the job interview?

3. Describe the interview itself. What materials did the applicant request? Did you administer any tests? Which ones? What was your reaction to the applicant in terms of his or her performance in the interview and suitability for the job?

The applicant arrived seven minutes late and gave reasons without being defensive. (She had to negotiate seven steps at the outside of the building which she accomplished with the assistance of the driver of the van.)

The employment manager stated that there was another physical barrier, a step leading to the bathroom. However, she added that the building was leased and therefore it would be necessary for the owners to make modifications on their own or perhaps to seek financial support from the Office of Vocational Rehabilitation to remove the barrier.

In describing her concerns related to getting a job, the applicant said that she had fears whenever she approached a job-search situation. She stated, "I'm concerned with driving. What is parking going to be like? Where is the job going to be?" In the past, these considerations had an impact on her selecting and/or accepting a job. The applicant indicated that she wanted to work as close to home as possible. (Implicit in these statements were very real expressions of anxiety which a job placement officer might wish to explore with a student who is disabled.)

The job seeking applicant was asked what areas she would have discussed with the placement officer after the interview had she had the opportunity to do so. "I would have expressed anger at her having sent me on an interview where there were seven steps, revolving doors and other barriers," she replied.

In this simulation, the applicant did not use her motorized wheelchair since she never uses it to go anywhere she has not been before. She used her manually operated chair, which is collapsible and therefore allows her to get through doors.

Unfortunately, verbatim comments of the placement officer and the personnel officer are not available, but the complete report of the student is presented here for its value in showing her perceptions, reactions, and feelings.

VERBATIM REPORT OF APPLICANT'S ACCOUNT OF JOB INTERVIEW

The job placement person at the college called me and indicated that she had a job interview for me. She described a job that she felt I was qualified for. She wanted me to learn first-hand what kind of barriers existed and the modifications that would be needed for me to fill this job. My skills were more than what was required but she knew there would be architectural barriers and she wanted to see how I would react to them.

I had to hire a van that specializes in transporting disabled people. I was informed by the placement officer that there were some barriers, a few steps, revolving doors, but on the side were regular doors. Well! When we arrived, there were seven steps. I counted them because I always count steps. The driver was capable of getting me up the steps, but the first thought that came to my mind was--what if I were coming by myself? I couldn't take it--even though I was qualified. Once inside the door there were four more steps--by this time I was petrified. The freight elevator had an operator which took me up. When I met the interviewer she was cordial and friendly--she had an air of friendliness and was businesslike.

In preparing for the interview it took me all night and a day to decide which dress to wear. I wanted to look more dignified. I needed something that was warm since it was cold outside.

I considered myself well versed on what my skills were--I had a resume. I filled out an application and went into the manager's office for the interview. She gave me a thorough job description which I had already known since the college placement officer had briefed me thoroughly. It was helpful in filling out the application for Grade 5 receptionist.

The manager gave me an outline of what was expected of me and I said I could handle it all. The placement officer thought the interview should take 15 minutes, but it took more than an hour. The manager asked me questions related to my resume and noted things that I had done. She said that she was impressed.

After describing what the company was all about, she asked me if I had any questions. I did ask her questions about the equipment used on the job since I would be handling the phones for secretaries who were away from their desks. The manager explained that I would be given training in the use of a touch-tone telephone.

I asked her if the insurance covered my child.

She told me about the union, and some of the people who worked in the offices. The conversation was free of tension or negative feelings.

Her manner made me feel comfortable. On some interviews that I've had previously, the interviewer's style and manner made me cynical.

The manager indicated that I would not have to take typing tests after seeing how well the resume had been typed, and in fact there was little typing needed on the job. I told her I would submit references on request in addition to those required on my application.

I was uneasy about my driver who I had told I would be here for a short time and I had already spent more time than I had expected. He was getting impatient--that's another thing that disabled people have to cope with and that is waiting--patience is not virtuous as far as I'm concerned.

I asked her one question I'm sure she didn't expect--"Do you have a ladies' room on this floor and is it accessible?"

There was one step up to the ladies' room--and I said you don't have to tell me any more--it isn't accessible. At this point, the interview ended. I felt great being qualified for the job--and she felt good about my skills.

CHAPTER VI

HELPING PREPARE FOR THE JOB INTERVIEW

This chapter deals with the job interview, both from the viewpoint of the disabled student and the prospective employer. It focuses particularly on those aspects of the interview that pertain to the disability and its various implications. For the job interview to be of optimal value for both participants, certain understandings and skills are needed by both; the college counselor can contribute in several ways to attain that goal.

Prior to a student's interview with an employer, the college job placement counselor, in consultation with the student, should decide what information to give to the employer about the applicant's disability. The information usually involves an assessment of the applicant's ability to perform the tasks specified for a particular job. In addition, the placement person may want to discuss possible special arrangements which the applicant may need. Many placement officers believe that, because most disabled people do not require job modifications in order to become employed, they should deemphasize the applicant's disability by mentioning it only after describing the student's abilities, skills, and academic background.

Some employers acquire information about disabled employees as the result of visits by college representatives to meetings of such organizations as Rotary, Lions, Chamber of Commerce, and merchants' associations. In some instances, the employer has participated in college-sponsored Awareness Day programs, in workshops, and job fairs for people with disabilities, or is an experienced employer of disabled workers. Perhaps the college has conducted an extensive job development program in which employers in the community have been sensitized to the abilities and employment needs of disabled students who are seeking jobs. A model program to bring together employers, college placement staff, and disabled students is described at the end of Chapter II (see College and Industry: Partners in the Handicapped Employment Role).

Despite these advantages, many personnel managers report that they feel it is important to discuss the applicant's disability at some point during the interview. Legally, they are prohibited from asking questions which do not specifically relate to the applicant's ability to perform the functions of the job in question. However, employers, job placement personnel and students should be aware of the reasons why employers may sometimes feel a need to discuss the disability: 1) feelings of discomfort in a face-to-face situation with people who have disabilities; 2) a lack of experience in hiring disabled people; 3) feelings of anxiety in the presence of an applicant's interpreter (when needed); 4) an inability to separate the person from the disability or from such aids as wheelchairs or guide dogs; and 5) a lack of knowledge about the ranges of tasks people with various disabilities can accomplish.

With good advance preparation by the college staff, there will be little need for the personnel manager to dwell on the subject of the applicant's disability. The counselor also helps avoid problems by referring only students who have the necessary skills for the specific job. A student who is qualified for the job and is well prepared to apply for it helps to develop a positive attitude on the part of employers regarding handicapped workers in general.

Sometimes students who have not developed good interviewing techniques may draw too much attention to their disabilities by becoming defensive or apologetic about their disabilities, e.g., focusing on their limitations; erroneously and deliberately using their disabilities to evoke the interviewer's sympathy; or affecting a disregard or nonchalance which might lead the interviewer to believe the applicant was unrealistic about his or her ability to perform certain job-related tasks. Disabled students must therefore learn to become advocates for themselves at the job interview.

HELPING EMPLOYERS IMPROVE THEIR INTERVIEWING SKILLS

There are many settings which can provide the employer with an opportunity for learning how to interview--and interact and relate to--disabled applicants. A number of programs have been conducted throughout the country to sensitize employers to the needs and abilities of disabled applicants. Frequently, these programs feature simulated interviews between employer and disabled student, followed by a debriefing session. Job Fairs and job finding workshops are also excellent settings where employers can sharpen interviewing skills with handicapped people. (See Chapter II, College and Industry: Partners in the Handicapped Employment Role project.)

As one example, the Pennsylvania Bureau of Vocational Rehabilitation sponsors three-day seminars for employers on "Understanding and Interviewing the Handicapped Job Applicant." Any individual involved with the hiring or supervision of employees may attend free of charge the workshops held at the Pennsylvania Rehabilitation Center (recently renamed the Hiram G. Andrews Center), Johnstown, Pennsylvania. (See Figure 6.1.) A film titled "The Johnstown Experience" describes the experiences of employers who attended the seminar.

Figure 6.1

OBJECTIVES IN A WORKSHOP FOR EMPLOYERS*

Background:

The selective placement for handicapped individuals has been the goal of the Bureau of Vocational Rehabilitation in Pennsylvania since 1919. It has always made "dollars and sense" to expand the effort to reclaim lives through entry or re-entry into the mainstream of American Society via a suitable vocation. Productive jobs for handicapped individuals reduce tax drain. National resources are expanded with new tax revenues. Social problems decrease.

Through restorative services, training and counseling, handicapped individuals are being prepared for work. Many times, though, *employers are not prepared to hire these job-ready applicants.* The affirmative action section of the Rehabilitation Act of 1973 endeavors to make employers aware of this virtually untapped human resource. This Seminar is an affirmative action on the part of the Pennsylvania Bureau of Vocational Rehabilitation to assist employers in understanding and accommodating this employee population.

Objectives:

Upon completion of this seminar the participant will:

- Have an awareness of the resources available to employers and handicapped employees which can aid in job placement and retention.
- Be knowledgable about the vocational capabilities and assets attainable by persons having severe impairments such as blindness, communicative disorders, musculoskeletal disabilities, mental retardation, mental illness and alcoholism.
- Be able to structure the opening segment of an interview situation to facilitate rapport and communication with a handicapped individual.
- Be more comfortable in situations involving handicapped persons.

Continued on next page

Course Content:

The objectives of the three day seminar will be met through three components:

Knowledge--lectures concerning specific disabilities and affirmative action.

Attitude--an awareness tour of the Pennsylvania Rehabilitation Center and interaction with clients who are being trained there.

Skill--a video-taped mock interview between each participant and a job-ready PRC client. Critique by a small peer group and a faculty member.

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*Excerpted from Pennsylvania Bureau of Vocational Rehabilitation Brochure, "Understanding and Interviewing the Handicapped Job Applicant." Reprinted with permission.

The Center offers the following suggestions to personnel officers on how to structure employment interviews to provide successful outcomes for both the disabled applicants and the employers:

- Don't hire an individual out of sympathy;
- Don't get too involved with the applicant's disability--focus on the ability of the applicant;
- Extend the interview when necessary;
- Remember that the disabled are first and foremost people.

LEARNING ABOUT DISABLED PEOPLE PRIOR TO THE INTERVIEW

Some take the position that employers should pay no attention to an applicant's disabilities during the interview. Not only does this position ignore the reality of the feelings that many employers experience, but it also fails to take into account the necessity of considering how the applicant will function on the job and what modifications and adaptations can be made.

Therefore, employers who want to conduct successful interviews with disabled applicants will need to increase their knowledge about:

- the legal rights of the disabled to employment;
- adaptive equipment;
- job modifications and special arrangements;
- architectural renovations which facilitate accessibility;
- the variety of jobs which disabled employees currently hold in industry and business;
- different kinds of disabilities, their medical descriptions and rehabilitation techniques.

Readings

For general information on conducting interviews (whether the applicant is disabled or nondisabled), read:

THE HELPING INTERVIEW by Alfred Benjamin
Houghton Mifflin Company, Boston, 1969
Second Edition

For information specific to disabled applicants, read:

"Interviewing the Job Ready Disabled"
AMERICAN REHABILITATION, 1:28, March/April 1976

THE PRIMARY RESPONSIBILITY OF THE EMPLOYER

It is probably somewhat heretical, at least in the eyes of the federal government, to view compliance with section 504 of the Rehabilitation Act of 1973 as secondary to other matters, but most personnel administrators would readily agree that their primary functions are to find and place the right person in the right position, to fulfill the objectives of the organization, and at the same time, attend to the needs of individual employees insofar as possible. Nonetheless, section 504 and good judgment dictate that personnel administrators sharpen their interviewing skills to avoid discriminatory practices in the employment of handicapped individuals.

--from article by Gary Fischer
HOSPITALS: Journal of the American Hospital Association
May 16, 1978
pp. 81-83

LEGAL ASPECTS

The federal, state, and local laws relating to employment of persons with disabilities are many and complex. References to sections 503 and 504 of the Rehabilitation Act of 1973 are included in the Appendix, and New York State laws are mentioned later in this chapter. The remainder of this chapter deals with a number of issues regarding statements and actions by both employers and applicants that have legal implications. The central purpose is to assist the college counselor to play a constructive role in this difficult area by being informed of the facts, interpretations, and points of view.

"Asked" and "Unasked" Questions

"How will you get to work?"
"Who's going to assist you in dressing?"
"Who takes care of you?"
"Do you live alone?"
"Can you manage the job?"

All of the above questions are illegal, according to laws which forbid discrimination against the disabled.

Most employers would never ask nondisabled applicants for such information. Yet disabled people report many instances where personnel managers or line supervisors ask questions which belong more in an interrogation than in an interview. Some employers may believe that questions relating to the applicant's disability constitute "legitimate" and "normal" concern. The discomfort which they display during interviews with disabled applicants results from their lack of knowledge of and experience with disabled people. In addition, they are prohibited to ask questions or touch upon matters which they feel are of importance. How then may an employer deal with the subject of the applicant's disability?

TWO APPROACHES TO QUESTIONING ABOUT DISABILITIES

Asking later:

One personnel manager indicates that in the initial part of a job interview with a disabled applicant, he invites the individual to outline his or her qualifications and to highlight motives for wanting to work for the company. Later during the interview, the applicant should begin to deal with those areas of job-related functioning which might be restricted due to the disability. The personnel manager feels that a skilled and empathetic interviewer, who knows a student's disability and capabilities, will then be able to explore more realistically the entire job situation.

Asking first:

Another personnel manager states that when an applicant has an obviously visible disability, she deals with the issue of the handicap at the beginning of the interview. She noted that, for example, she might ask if the applicant has any difficulty with transportation. She explains that she needs to know whether the applicant will have the ability to get to work. She feels the question, "How will you be able to get to and from work?" is based as much on concern for the employee as on concern about regular attendance.

Comment from a rehabilitation specialist:

This is a very touchy and, at this time, very unclear situation. Traditionally, placement counselors have tried to develop a relationship in which they can freely share information with an employer about a student's disability, with the trust that the information was not going to be unfairly used. Now we are not sure whether legally this is permitted without the student's or client's permission. In practice, however, an employer can still obtain a fair amount of information from the placement office. The more troublesome situation for interviewers is when a disabled candidate is a self-referral and there's no office or agency to deal with.

Federal Laws on Employment Inquiries

Section 503 of the Rehabilitation Act of 1973 stipulates that whenever an employer (government contractor affected by Affirmative Action regulations) looks into a person's physical or mental condition, before hiring or before a change in job status, the query must be based only on the requirements of the job and the information must be used only for purposes of job placement.

SECTION 503 ON EMPLOYER QUERIES

Restrictions on the employer's queries regarding the disability are summarized in the section on "Identification" in A Pocket Guide to the Regulations of the Affirmative Action Requirements of Section 503 of the Rehabilitation Act of 1973. Specifically, the brochure explains,

> All handicapped job applicants and employees who want to be covered by affirmative action will be asked to identify themselves to the contractors...

Job applicants will be given this kind of notice:

> If you have a handicap and would like to be considered under the affirmative action program, please tell us. This information is voluntary...it will be kept confidential, except that 1) supervisors and managers may be informed regarding work restrictions or accommodations, and 2) first aid people will be informed regarding possible emergency treatment.

The notice goes on to ask the handicapped person about any special skills or methods worked out to assist in performing the job satisfactorily, as well as any special adaptations needed because of the handicap.

To be covered or not to be covered: it's up to the handicapped person. It's the individual's choice whether to use the designation of a handicap in seeking employment or advancement in employment.*

---

*Copies of this sixteen-page brochure may be order from The President's Committee on Employment of the Handicapped, Washington, D.C. 20210.

New York State Law on Employer Inquiries

The State of New York Executive Department's Division of Human Rights has published a booklet entitled, "Rulings on Inquiries"(1976), Section 4, which deals with "Revelatory Inquiries." It states:

> The law expressly prohibits employers, employment agencies, landlords, and real estate sellers, brokers and salespersons, and creditors from asking certain questions either in an application form or in a personal interview before selecting an employee, apprentice or tenant or making a real estate sale or lease, or extending credit.

RULINGS ON INQUIRIES*

The Division has ruled certain of the following inquiries relating to disabilities to be lawful and other to be unlawful:

Lawful

Do you have any impairments, physical, mental, or medical, which would interfere with your ability to perform the job for which you have applied?

If there are any positions for which you should not be considered, or job duties you cannot perform because of a physical, mental, or medical disability, please describe.

Unlawful

Do you have a disability?

Have you ever been treated for any of the following diseases...?

---

[*] Quoted directly from "Rulings on Inquiries," p. 7. This booklet may be ordered from New York State, Executive Department, Division of Human Rights, 2 World Trade Center, New York, N.Y. 10047.

The "General Rule" in Section 15 of "Rulings on Inquiries" defines the term "disability" as it applies to protection against discrimination in employment:

> ...a physical, mental, or medical impairment resulting from anatomical, physiological or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted techniques, provided, however, that in all provisions of this section dealing with employment, the term shall be limited to physical, mental, or medical conditions which are unrelated to the ability to engage in the activities involved in the job or occupation which a person claiming protection of this section shall be seeking (Human Rights Law, Section 292.20).

But the "General Rule" adds, "The Law does not require the hiring or retention of employees who are unable to perform their duties."

HOW DISABLED PEOPLE RESPOND TO "ASKED" AND "UNASKED" QUESTIONS: SOME ISSUES AND APPROACHES

TWO APPROACHES

One approach:

A disabled male realizes he has special problems in scheduling transportation and needs special arrangements in the scheduling of work hours--that is, he may need to arrive earlier or later than other employees because it takes him longer to prepare for work. Or it might be more convenient for him to work a second shift. The applicant states that he introduces the subject of transportation himself and supplies any information about which he feels the interviewer is concerned.

Another approach:

A disabled woman states that from her experience in searching for employment, she has become much more sensitive to questions which go unasked during the interview situation. Her awareness of this reality has modified her interview style and in several interviews she offered the interviewer information which she felt he wanted to know, but was unable to ask. (Several reviewers lauded this approach and encourage college staff to teach it to students in groups or individually before students go out on job interviews.)

SHOULD THE COLLEGE DIVULGE DISABILITY INFORMATION?

An employer feels that the college placement officer should describe beforehand the disabilities of applicants and be realistic about their capabilities and limitations. This kind of information would help him identify the best work situations for the applicant. He adds, "We certainly don't want someone with a disability to be placed in a stress situation. We would want to know about the disability. At our company there is a wide range of job functions, some of which involve dangerous situations. A number of our employees who have become disabled on the job are placed in positions which they can handle. So you see, we do have experience in giving support to disabled people."

DIVULGING COVERT DISABILITIES

A personnel director's opinion:

A personnel director recommends that a person with a covert disability should divulge the condition during the interview--or that the college placement counselor bring the matter to the personnel manager's attention before the interview. She recalls a previous experience in which an applicant did not inform the company about his epileptic condition. After the worker had been on the job several months, he had a seizure and it frightened his coworkers. They didn't know what was happening, and they didn't know how to respond to the situation. The personnel director adds that if a person were to have a covert condition such as epilepsy, all her company would require is a note from the applicant's physician confirming the individual's ability to work.

One employee's approach:

An employee states that during a job interview, she told the personnel manager about her epilepsy and gave permission for him to notify key personnel in her department. Her seizures, though infrequent, were therefore handled successfully. Colleagues now knew the essential first-aid procedures and occasionally checked to make sure she had taken her medication. This shared knowledge produced a feeling of openness on the part of the woman with epilepsy and acceptance by her fellow workers.

WHO IS RESPONSIBLE FOR SETTING THE TONE OF THE INTERVIEW?

An Employment Manager

An employment manager feels it is important for the handicapped person to make the interviewer comfortable. (One reviewer comments that "successful" students can do this and that it is a measure of the student's adjustment to the disability.)

A Director of Placement Services

A director of placement services for a rehabilitation facility states: "In spite of the ever-present lack of understanding and sensitivity on the part of the non-disabled community towards the disabled, attitude is a two-way street. Responsibility lies with the disabled themselves to shatter stereotyping and replace it by projecting a better image and by sensitization of non-disabled people. Carrying a chip on one's shoulder is counterproductive. Disabled people have a responsibility to meet the public half-way, to help them feel more comfortable with disability through explanation and education, perhaps on a one-to-one basis."

A partially sighted man

A partially sighted man recalls reading an article in which the author said he felt that people with disabilities should always take the role of a public relations person. The man explains, "We have a tremendous responsibility to make sure other people are comfortable and to help them see we have special needs and are not just asking for special privileges. In interviewing for jobs, I've found that by laying it on the line and saying, 'Because of my disability, I am able to perform this task, but not able to perform that one,' I've been accepted a lot easier. A lot of us go in with the attitude that 'anything you can give me to do, I can do,' but as a partially sighted person, I won't be able to proofread. We must acknowledge our limitations and make them known to the employer." (A reviewer comments: "This kind of behavior is a great deal to expect of one seeking a first job. However, clinics for job-seeking skills should include role-playing to promote these skills.")

Continued on next page

A writer

The success of an interview with a handicapped applicant, or any applicant for that matter, lies in the person doing the interviewing and not in the person being interviewed. In the majority of instances where a poor interview has occurred, the cause can generally be traced to the interviewer's entrapment by one of the pitfalls of interviewing. Bias, either in favor of or against the applicant, is probably the most common failure of interviewers. Most handicapped individuals produce a range of involuntary emotional responses in nonhandicapped persons ranging from shock to sympathy, and, in some instances, revulsion. It is important that the interviewer not display any critical, condescending, or emotional response to the applicant. Not only would such a display be discourteous, but it also would weaken the effectiveness of the interview.

--by Gary Fischer
HOSPITALS: Journal of the American Hospital Association
May 16, 1978
pps. 81-83

COUNTERACTING THE STEREOTYPE DURING THE INTERVIEW

People often stereotype the disabled as people who cannot enjoy fully realized personal and social lives. Paradoxically, they are perceived as having no life outside of work, or viewed as being either super-human or sub-human. Disabled people have developed counter strategies which force the employer to perceive and think on new levels. Often the result is that stereotypes are shattered. When they sense that an employer cannot separate them from their disabilities or from their adaptive devices--for example, distinguish the person in the wheelchair from the wheelchair--they must employ techniques which will direct the employer to focus on their personalities, interests, and capabilities. The techniques are sometimes surprising.

Bring the coping techniques

A counseling psychologist at a Veterans Administration Hospital feels that the interchange between college student and employer can be enhanced if during the interview the student helps the interviewer overcome his or her uneasiness toward the physical

Continued on next page

condition by using the coping techniques the student has already developed. For example, if the student uses adaptive equipment which enables him or her to complete work tasks or to move around independently, the individual should bring that equipment and state what techniques are used.

Sense of humor

A man with a severe stammer reports that during his job interviews he indicated to employment managers that he was going to speak very slowly. The manner in which he related this to the employer showed evidence of a sense of humor and relieved the tension the applicant perceived was developing on the part of the employer.

I have a family

One woman who is wheelchair bound states that during job interviews she purposefully asked interviewers about fringe benefits for herself and her family. Especially, she mentioned that she was concerned about coverage for her daughter. She notes that sometimes interviewers indicate surprise that she has children and can take care of them. After talking about her daughter and her family, interviewers perceived her differently.

HOW EMPLOYERS PERCEIVE COLLEGE STUDENT APPLICANTS

The problem:

A major criticism personnel managers have about college student applicants is that they so often arrive for the interview ill-prepared, that they are not job ready, that in general they have unclear or unrealistic ideas about the work world, and that they have misconceptions about job functions and about their own qualifications for specific jobs. Employers perceive the community college as an excellent source for developing and refining interviewing skills and making sure students who apply have the necessary job entry level skills

The view held by some counselors:

Some job placement counselors feel that in complaining about how students are not job ready and do not know how to conduct themselves during interviews, employers are sometimes reacting in a defensive manner. That is, employers feel that colleges and rehabilitation agencies are blaming them for not hiring disabled students fast enough or in great enough numbers for a wider variety of jobs.

A suggested solution:

Invite employers to talk to groups of students about how they should approach the hiring process and what they look for in students during job interviews. Specifically, what information does the employer want the student to provide and what skills should the applicant be trying to sell during the interview? This kind of activity can be done in seminars sponsored by pre-professional clubs, e.g., Accounting, Engineering, Biology clubs, etc., with faculty and student sharing in the learning activity with both disabled and non-disabled students.

NOTE: APPENDICES B THROUGH E HAVE BEEN DELETED DUE TO IRREPRODUCIBILITY. SEVERAL PAGES IN APPENDIX A WERE DELETED AS WELL

APPENDICES

Page

APPENDIX A: CASE STUDIES 202

APPENDIX B: SECTION 504 OF THE REHABILITATION ACT OF 1973. . 220

APPENDIX C: EQUALIZING THE HANDICAP: A LAYMAN'S GUIDE TO REGULATIONS OF AFFIRMATIVE ACTION REQUIREMENTS OF SECTION 503 OF THE REHABILITATION ACT OF 1973 228

APPENDIX D: THE DISABLED STUDENT ON AMERICAN CAMPUSES: SERVICES AND THE STATE OF THE ART 234

APPENDIX E: CHANGE STRATEGIES AND DISABLED PERSONS: POSTSECONDARY EDUCATION AND BEYOND 238

APPENDIX F: ANNOTATED BIBLIOGRAPHY 239

APPENDIX A

CASE STUDIES

The following case case studies can be used for discussion in small group settings at workshops in which employers, college personnel, rehabilitation specialists, and disabled students and employees participate. The questions are designed to elicit responses mainly from employers and indicate the kinds of information college personnel need to know in order to conduct effective job development and placement activities for disabled students.

College personnel may use the case studies and questions provided on pages 203-216 in planning future job development or placement meetings with employers or in role-playing exercises with counselors involved in career guidance or with students who are learning job finding skills.

Pages 217-219 contain three brief student profiles followed by specific questions tied to major issues often raised during job placement activities. Through a process of sensitization, college personnel can provide employers with information about state and federal laws which prohibit discrimination in the hiring of disabled people and provide facts which will alleviate some of the concerns and much of the confusion which employers oftentimes encounter when considering disabled job applicants. Refer to information presented in the section on Job Placement and Job Development in discussing and finding possible solutions for these issues with employers.

QUESTIONS TO USE IN ANALYZING CASE STUDIES

1. How should the student you are discussing go about looking for a job?
2. What obstacles or roadblocks might s/he encounter in looking for work?
3. What do you think of his/her vocational aspirations? Should other options be considered?
4. What job might be suitable for the student in your firm?
5. What kind of assistance do you think the applicant would need on a job in your firm?
6. Which skills would this person need to develop further to be employable by you?
7. If this person were hired by you, would co-workers' relations become an issue?
8. What type of position do you think this person will be holding three years from now?

ALLAN

Allan is an honors graduate of a two-year college in New York State. His major is accounting and he has made Dean's list on several occasions. He is now considering continuing his schooling at a four-year college. His long range objective is to become a Certified Public Accountant.

If he could, Allan would like to get a job now but has not been successful in this regard due to his disabilities--cerebral palsy and epilepsy. The cerebral palsy condition has resulted in relatively minor motor difficulty with one hand and one leg (much like a stroke patient). However, his epileptic condition is only moderately controlled by medication and he is still prone to seizures which he has had at school.

Allan's work history has been strongly influenced by his epilepsy. He has been refused after school jobs as far back as high school because of this condition. His coop internship at the college had to be taken on campus because cooperating firms were concerned about injuries resulting from accidents at work. In addition, some companies were concerned about the reactions co-workers might have to his seizures.

Allan is understandably frustrated, but hopes the new medication he is taking will bring his condition under control.

ALLEN'S TRANSCRIPT

Semester/Year	Course Title	Grade
SP 1976	Writing	B
	Inter Acct 2	A
	Cost Acct 2	A
	Appl Acct	B
WI 1975	Coop Educ	B
FA 1975	Calculus 1	B
	Inter Acct 1	C
	Cost Acct	B
SU 1975	Coop Educ	A
SP 1975	Writing & Lit	A
	Pre-Cal Math	A
	Intro Eco 1	B
	Prin Acct 3	A
WI 1974	Basic Comp	B
	Algebra	B
	Prin Acct 2	B
	Bus Law	C
FA 1974	Fund Writing	B
	Basic Math 2	B
	Soc Sci Inten	B
	Prin Acct 1	A
	Bus Org and Mgt	B

Pages 206 to 213 were deleted due to irreproducibility

ROBERT

Robert has just completed the accounting curriculum at Urban College of New York. Taking a full course load each semester, he completed his degree with a B average overall and a B+ average in his major. While he maintained respectable grades, his average dropped during his last semester. The four A grades Robert received were all in mathematics-related courses and may indicate an above average ability in this area. In addition to an expressed interest in his major area of accounting, he also shows some enthusiasm for data processing.

Robert's disability is muscular dystrophy. He has weakness in the lower extremities, with confinement to a wheelchair. Robert is sponsored by the Office of Vocational Rehabilitation. Transportation is provided by a private taxi service from his home to college four days a week.

The counselor perceives Robert as an individual who is well integrated both academically and socially. He is outgoing and independent in relating to his peers at college. Robert is able to accept his disability and has successfully adjusted to his non-ambulatory state of functioning.

As an active member of several self-help groups for disabled students on campus, Robert has expanded his basic territory of influence. He attends meetings three times a week with these groups and is viewed as a leader by other members. In meetings, he usually took a problem-solving set and was not adverse to suggesting or taking action.

Robert's short-range occupational plans are to obtain an accounting or bookkeeping position. He has recently considered applying for a master's degree program in economics or finance. His long-range career objective is to become a Certified Public Accountant. Robert's work experience is limited to one summer's internship with an accounting firm, under the auspices of the Mayor's Office for the Handicapped. In the counselor's estimate, he will make a reliable and conscientious employee who is capable of "producing" and taking on increasing amounts of responsibility. Robert communicates positively and effectively and shows a high degree of maturity and consideration towards others which could be helpful in carrying out supervisory functions. A job site for Robert would have to be wheelchair accessible.

ROBERT'S TRANSCRIPT

Semester/Year	Course Title	Grade
FA 1973	Bas Math for College	B
	Devel Writing	S
	Devel Reading	S
SP 1974	Prin of Acctg 1	A
	English Comp 1	B
	Intro to Bus	B
	Prin of Acctg 11	A
FA 1974	Law of Bus Contracts	B
	Bus Math	B
	Economics 20	B
SP 1975	Law of Bus Org	A
	Business Law	C
	English Comp 11	B
	Eco of Marketng	B
	Eco Analysis of the Law	C
FA 1976	Statistics	P
	Organizational Theory	B
	American Lit 1	B
SP 1976	Consumer Economics	A
	Taxes	B
	Intro to Managemnt Sci	B+
	Production & Commodity Distribution	C+
FA 1977	American Lit 11	B
	Intro to Math Eco Theory	B+
	Adv Bus Law	B+
SP 1977	Trade Unionism	B
	Math Eco Theory 11	B+
	Statistics 11	P
	Marketing & Consumption	B

MAXINE

Maxine has recently completed a two-year liberal arts degree at a community college. Maxine's disability is cerebral palsy. She is ambulatory, has a secondary speech impediment and a hearing impairment which is totally corrected by hearing aids. Maxine's speech is intelligible when in face-to-face communication, but is not so over the phone.

Maxine's initial career objectives were in education--as a teacher or teacher's aide. However, after a coop experience in a school setting, she changed her goals, in part because of the additional undergraduate and graduate training required for a teaching position.

Maxine's counselor arranged an on-campus coop experience for her in one of the college's accounting offices where she had the opportunity to utilize some of the clerical skills she had already developed. She initially spent some time observing and being introduced to office procedures and took on filing and duplicating. Under the supervision of the office manager she was trained to use the adding machine and post checks. Eventually, she re-organized the filing system in the office and took on some light typing. Her typing, however, was limited by her motor limitations and her speech ability precluded any work over the telephone.

As a result of her work in the accounting office, Maxine changed her view of the opportunities available in this field and since graduating she has enrolled in a bookkeeping and one-handed typing program at a rehabilitation center.

Maxine will be looking for work as a bookkeeper. She is still not able to do phone work, but her typing skills have improved as a result of additional training. She is viewed by her counselor and coop supervisor as having excellent interpersonal skills.

Maxine now has a driver's license, use of a family car, and has no travel restrictions.

MAXINE'S TRANSCRIPT

Semester/Year	Course Title	Grade
SU 1976	Elem Stat	D
	Princ Acct 1	WU
	Coop Educ	B
SP 1976	Health	C
	Abnormal Psy	INC
	Off & Per Mgt	B
WI 1975	Writing & Lit	D
	Group Discussion	NC
	Bio Sci	B
FA 1975	Oral Comm	B
	Algebra	B
	Dev Psy 2	C
SU 1975	Short Story	NC
	Biol Sci	NC
SP 1975	Writing & Lit	NC
	Coop Educ	B
WI 1974	Writing & Lit	NC
	Ecology	C
	Dev Psych 1	A
FA 1974	Coop Educ	B
SU 1974	Basic Comp	C
	Algebra	NC
	SUC of Fam	C
SP 1974	Basic Math 2	C
	Gen Psych 1	C
	Reading & Study	B
	Fund Writing	B
WI 1973	Basic Math 1	C
	Intro Soc Sci	C
	Fund Writing	NC
	Reading & Study	NC
FA 1973	Intro Suc Sci	NC
	Basic Reading	C
	Comm Inten	A

PAGE(S) 217-218 ~~WAS~~ (WERE) ~~MISSING~~ (REMOVED) FROM THIS DOCUMENT PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE.

ERIC

Eric is a 43 year old male who has an associate degree in restaurant management, and who has taken additional training qualifying him as a Cordon Bleu chef. A union member, he has been a chef at a well-known midtown dining establishment for eight years. During the past year or so, his behavior has become increasingly erratic. He is no longer punctual, he has unexplained absences, he is away from the kitchen for increasingly long periods of time, and his relationships with co-workers have deteriorated. Often he seems to have alcohol on his breath.

ISSUES:

What are possible management responses to this situation?

What are possible union responses to this situation?

If Eric were dismissed as a result of poor job performance related to his drinking, what legal remedies would he be able to use (Section 504-Rehabilitation Act of 1973--New York State Flynn Act).

PAGE(S) 220-239 ~~WAS~~ (WERE) ~~MISSING~~ (REMOVED) FROM THIS DOCUMENT PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE.

APPENDIX F

ANNOTATED BIBLIOGRAPHY

ARCHITECTURAL ACCESSIBILITY FOR THE DISABLED OF COLLEGE CAMPUSES

By Stephen R. Cotler, R. A. and Alfred H. DeGraff
State University Construction Fund
194 Washington Avenue
Albany, New York 12210

The book includes criteria considerations based on findings of equipment used on today's college campuses. Also included are a review and research based on findings of architects, administrators and campus physical-plant staff.

Careful scrutiny has been employed to be certain that no criteria will impede facility use by either the less severely handicapped or the non-disabled.

While more severely handicapped persons require the most stringent architectural considerations, the criteria found in this text consider the realistic degree of independence of these individuals and, consequently, their relatively higher degree of dependence on motorized wheelchair mobility and attendant aid.

All dimensions presented in feet and inches and in the metric system.

A COMPENDIUM OF PLACEMENT RELATED LITERATURE

By David Vandergroot and others
Published by Human Resources Center
Albertson, New York 11507

This is a compendium of abstracts resulting from an extensive review of placement-related literature. Selected materials emanate from several disciplines: economics, sociology, industrial and vocational psychology, and counseling.

Provides a theoretical approach toward job placement. Career development in the rehabilitation field is organized into three phases: 1) productivity enrichment; 2) productivity realization, or fulfilling productivity potential in the labor market; and 3) career enhancement.

Reviews programs and workshops relating to: 1) job seeking skills (interviewing skills, role playing); 2) vocational exploration groups; 3) work experiences within a rehabilitation setting (draws parallels between a rehab model and one used in college programs); 4) preparing for the job search; and 5) support services.

Explores extensively all aspects of a career guidance program.

DIRECTORY OF NATIONAL INFORMATION SOURCES ON HANDICAPPING CONDITIONS AND RELATED SERVICES

Clearinghouse on the Handicapped
Office for Handicapped Individuals
Department of Health, Education and Welfare
Washington, D. C. 20201
Published December 1976 - excellent resource

Lists hundreds of national organizations which serve the disabled, the scope of activities, eligibility requirements, special services, publications which can be ordered or subscribed to, libraries and resources for information, educational and employment programs.

EVERYBODY COUNTS: A WORKSHOP MANUAL TO INCREASE AWARENESS OF HANDICAPPED PEOPLE

By Michael J. Ward and others
Published by The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

A compact guide useful for in-service training of regular instructors who teach physically disabled students in a mainstreamed environment. Special attention is given to workshop planning (rationale, publicity, evaluation, checklists) and to structured exercises, role playing and community involvement. A Resource Section at the end gives examples of related types of references.

FEDERAL ASSISTANCE FOR PROGRAMS SERVING THE HANDICAPPED

Department of Health, Education, and Welfare
Office of the Assistant Secretary for Human Development
Office for Handicapped Individuals
Washington, D. C. 20201

Publication No. DHEW Pub No. (OHD) 77-22001

This directory provides descriptions of federal assistance programs in the following areas (partial description):

Information on programs which provide financial assistance via a direct cash payment to a disabled individual, his beneficiaries, or to a service provider; or, loans, either direct, guaranteed or insured, for assisting a disabled person in the purchasing or adaptation of a home, automobile or for starting a business.

Information on programs of non-financial federal assistance, such as handling of complaints, advice and technical assistance, information, and provisions of specialized services. Programs such as: advisory services and counseling, programs that publish and distribute specialized or technical information or data through clearinghouses, libraries or publication divisions.

Investigation of complaints.

Direct assistance to handicapped individuals to obtain federal employment.

GUIDANCE, COUNSELING, AND SUPPORT SERVICES FOR HIGH SCHOOL STUDENTS WITH PHYSICAL DISABILITIES

June C. Foster and others
Produced by: Technical Education Research Centers, Inc.
44 Brattle Street
Cambridge, Mass. 02138

Order from:
Research Projects Branch
Division of Innovation and Development
Bureau of Education for the Handicapped
Department of Health, Education and Welfare
Washington, D. C.

Although the target audience is student personnel and support service professionals on the high school level, the core of material is very useful to college counselors.

The document deals comprehensively with all of the problems that student personnel people may face in providing services for adolescents who are physically disabled. Impairments include: visual, hearing, orthopedic, neuromuscular, epilepsy and chronic health conditions.

Themes that are developed fully within the text include:

1. An overview of physical disabilities and health problems
2. Coordinating the delivery of services
3. Personal adjustment
4. Educational planning
5. Career development and guidance
6. Vocational assessment
7. Psychometric testing
8. Job placement
9. Parent involvement

It includes an extensive bibliography on all facets of disability, sources for ordering materials and a resource section that identifies organizations and directories which are national in scope.

A GUIDE TO ORGANIZATIONS, AGENCIES AND FEDERAL PROGRAMS FOR HANDICAPPED AMERICANS

Janet M. Walker, Editor
Published by: Handicapped Americans Reports
2626 Pennsylvania Avenue, N.W.
Washington, D. C. 20037
202-333-5444

The guide includes:

- Federal offices, national and regional, that administer programs affecting disabled Americans.
- Federal programs that dispense grants and contracts and provide other services.
- Committees of the United States Congress that play a major role in shaping and funding Federal efforts in the field of disability.
- Associations and other organizations, some supported by Federal funds, that offer a variety of services to professionals, consumers and others interested in the field.
- Foundations that are sources of funds and information.

GUIDE TO THE SECTION 504 SELF-EVALUATION FOR COLLEGES AND UNIVERSITIES

By: G. Richard Biehl
Produced by: National Association of College and University
Business Officers
One Dupont Circle
Suite 510
Washington, D. C. 20036

Order from: (no charge)
Office for Civil Rights
Department of Health, Education, and Welfare
330 Independence Avenue, S. W.
Washington, D. C. 20201

The self-evaluation, once completed, should become an institution's Master Plan for compliance with Section 504.

It includes a section on sources of addtional information and technical assistance with specific information on: 1) organizations experienced in providing equal opportunity to handicapped people, consumer and advocacy groups, and groups offering general support and financial assistance; 2) vocational rehabilitation agencies in all states; and 3) a bibliography of pertinent literature.

In addition to providing and helping others comply with Section 504, the Guide can serve as a complete reference for all student personnel staff and college adminstrators who are involved with disabled students.

A HANDBOOK ON THE LEGAL RIGHTS OF HANDICAPPED PEOPLE

Produced by: President's Committee on Employment of the Handicapped
Washington, D. C. 20210

Considers and reviews federal laws and the laws for Maryland, Virginia, and the District of Columbia.

Discusses major and most important sections of the law and lists citations which indicate where law may be found in federal or state codes.

Discusses the law in relation to: architectural barriers, benefits, civil rights, education, employment, hospital and medical matters, housing, insurance, transportation, vocational rehabilitation.

Lists lawyers and organizations that will handle legal rights problems--lawyer referral services, assistance for persons who cannot afford a private attorney, consumer affairs, and other resources.

RESOURCE CATALOG FOR INDEPENDENT LIVING

Disabled Student Service Center
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

$3.50/copy (includes postage)

Focuses on where to order brochures and booklets for information on specific adaptive devices and equipment. Provides general information on: clothing, communication, driving, education, employment, home management, legislation, miscellaneous, organizations, recreation, sexuality, wheelchairs.

SURVEY OF MEDICINE AND MEDICAL PRACTICE FOR THE REHABILITATION COUNSELOR

By Jean Spencer Felton, M.D., Dorothy Cantrell Perkins, and Molly Lewin

U. S. Department of Health, Education and Welfare
Social and Rehabilitation Service
Rehabilitation Services Adminstration
Washington, D. C.

Provides specific information about a number of the major diseases and disabling conditions that result in vocational handicaps, and provides basic information about the practice and organization of medicine in the United States that should help the rehabilitation counselor to function in a rehabilitation team situation in serving clients.

Includes a discussion on why the counselor should be conversant about medicine including the effects of illness on the client and how they alter work capacity and work outlook. Special attention is devoted to how illness, its prognosis and treatment, relates to vocational rehabilitation.

The document is written from a rehabilitation point of view and provides the college counselor with information about treatments and vocational rehabilitation all in one place.

Vocational implications of different disabilities are generally included in each chapter. In addition, at the end of each chapter, there is a list of "suggested readings" and a glossary of terms.

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